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ABSTRACT

This collection of speeches and papers is the record of a two-day conference on general education, which focused on articulation, core curricula experiments, and instructional innovations. First, George H. Robertson's welcoming remarks are presented. Then, Donald D. O'Dowd points to evidence of the decline of the liberal arts, reasons for this situation, and ways of revitalizing general education. Next, Jeffrey D. Lukenbill describes Miami-Dade Community College's (FL) general education program, focusing on the assessment of students' basic skills, the core curriculum, and supportive counseling services. Four models for general education core curricula are then presented by Richard H. Robbins from the State University of New York (SUNY) at Plattsburgh, Robert Strayer from SUNY at Brockport, John S. Ramsey from SUNY at Fredonia, and Patrick J. Hill from SUNY at Stony Brook. Next, Robert McKinney examines the relevance of general education to global socioeconomic problems, and William E. Pelz discusses educational gerontology programs at community colleges. In the final two papers, Milton Richards discusses the widening gulf between the aspirations, frames of reference, and modes of behavior of general education instructors and those of their students, and Russell Bliss describes a computer-assisted instructional program for a music appreciation course. (JP)

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PROCEEDINGS
OF THE
S.U.N.Y. INTER-CAMPUS CONFERENCE
ON
GENERAL EDUCATION

Community College General Education Association

March 26-28, 1980

Mohawk Valley Community College

Utica, New York

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PREFACE

This collection of speeches and papers, published with the assistance of a grant from the Vice Chancellor's Office of Academic Programs, Policy and Planning, is the record of a two-day conference that was in many ways unique in the annals of the State University of New York. The SUNY Inter-Campus Conference on General Education witnessed the birth of a new statewide association devoted to the exchange of information on core curricula models and instructional innovation in courses taught by teachers of general education. It brought together representatives from a university center, four-year colleges, agricultural and technical colleges and community colleges. It cut across divisional and disciplinary lines and drew upon the resources of faculty, department heads, deans and SUNY Central's leadership. All of the participants were engaged in "the search for a common learning" – acutely aware that the new students of the eighties present challenges and needs that cannot be met in traditional ways. The focus of the conference was on three areas: articulation between two-and four-year colleges; core curricula experiments; and instructional innovation in general education.

Proofreading these materials, the editor recalls why the occasion was so stimulating and rewarding to those who participated. Beyond the high quality of the individual presentations, we were struck by the degree of change and ferment evident in our large university system, by the shared concern of those at upper division and two-year colleges with the theory and practice of general education and by the sense that some important steps toward meeting those challenges and needs mentioned above already had taken place. Readers may sense some of the excitement of the new programs and proposals described here and evaluate them for themselves.

The editor, however, must apologize for some omissions. Due to space limitations and technical problems, we cannot reprint the workship discussion conducted by Dr. Jeffrey D. Lukenbill of Miami-Dade Community College – our one visitor from out-of-state. Nor can we reproduce the outstanding, highly mediated presentation of Professors William R. Cook and Ronald Herzman of SUNY at Geneseo – "An Interdisciplinary View of Medieval History" – and the critique that followed. We are most chagrined at having to omit the dinner address of Vice Chancellor James E. Perdue, whose Office of Academic Programs, Policy and Planning has been most helpful and supportive to the Association. Dr. Perdue spoke from notes and, when our recording equipment failed, rather than attempt to reconstruct his distinctive blend of pithy anecdote and educational philosophy, we decided to ask him to repeat his talk at our next conference. Words could not describe the contribution of Dr. Mort Clark of Westchester Community College who both entertained and instructed us in Improvisational Theater. One has to see and hear Dr. Clark do what he does so well. Finally, thanks are due to Associate Vice Chancellor Ken MacKenzie who has been monitoring general education developments within SUNY and to President George H. Robertson and Vice-President John J. Cavan of Mohawk Valley Community College, our host institution. They made their own distinctive contributions and also made the wheels turn smoothly for us.

The Association welcomes your reactions to this volume and its contributors. We are newly born but we have tried to put our best foot forward. We are conscious of the fact that we need your help in our future undertakings.

Dr. Harold Cantor, President
The Community-College General Education Association

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WELCOMING REMARKS

Dr. George H. Robertson, President
Mohawk Valley Community College

General Education is not just an important single aspect of education. In many ways it is the ultimate concern for education. Even when temporarily overshadowed by short-term issues, it remains the bedrock, the final reference point for all education. Yet in spite of that, there is no current consensus on either the aims or the means of General Education in American colleges.

For the past hundred years the higher education curriculum has been increasingly directed towards specialism and utilitarianism, by a number of different names. There has been an explosion of knowledge, and a divergence in basic modes of thought. C. P. Snow was speaking from Britain when he identified two cultures that were separate and really not on speaking terms, the culture of the arts on the one hand, and the scientific culture on the other. Had he been writing from the United States, especially in the Sixties, he could probably have identified a few more separated cultures as he moved from East to West especially in colleges and universities – the Philistine culture of the Eastern business schools, the Jock Culture of the great mid-western state universities. And in the Far West, of course, Far-Out Culture.

Whimsey aside, the past fifty or sixty years have seen serious divergencies in how we think about learning and culture, and consequent difficulty in knowing how we should view general education.

Since World War II, we have seen in America an especially heavy emphasis on education for social and economic opportunity. In many parts of America we now are approaching universal access to higher education, without really resolving the educational aims, as distinct from societal aims. Concurrently, we have seen a collapse in traditional standards in the common schools, under the pressure of universal school attendance. And of course we have, for various reasons, been unwilling in these past several decades to assert any particular pattern of behavior or curriculum. This is a Catch-22 problem for general educators, committed to diversity and freedom of choice, yet feeling the necessity to impose some common or general learning experience.

The distribution requirement, still in one form or another, the principal curricular device to ensure general education, does not work very well, especially since scholars in various fields have themselves become preoccupied as specialists. In a special kind of paradox arising out of the age of specialists, we now need specialists in general education.

Apart from problems which arise out of the growth of knowledge and greater access to education, some new trends in basic patterns of education have emerged that have serious implications for General Education. In particular, the community college, the commuter student, and the notion of lifelong education all represent changes not only in improved access or changes in locus, but a fundamental change in kind, from what used to be thought of as college education.

For a growing majority of students entering college, the old, comfortable and peculiarly American idea of the four-year residential college experience is gone. Current trends in institutions, as well as specialism in faculty and curriculum, have resulted in complete fragmentation of both the curriculum and the process of education.

For most students, there is no longer any real continuity of contact with the personalities of a relatively few teachers. There is a loss of location, no single place where students can attach themselves and somehow benefit from their special status as students, or from association with other students. Many students no longer even have a firm commitment of time to the process of education: they are part-time students. All we teachers have been quite willing to take credit for any personal growth that occurred while students aged under our care. But now for many, perhaps most, students that old college pattern is gone, and its general education effect with it.

In its place there are fragmented arrangements like the two-plus-two curriculum, the extended learning patterns of night schools, various non-traditional "delivery systems" and techniques of learning. The new patterns have great virtues. They are flexible, open, generally available. We at MVCC have adopted as our principal philosophy the idea of lifelong learning, that America is moving to become truly a learning society – a crucial concept, but not yet fully resolved in its curricular implications. Part-time students, part-time faculty, part-time programs, off-campus centers, television, radio, newspaper courses, all these mean greater access, more people getting more learning.

But we are obliged to question what that does to General Education. Certainly the new scene is a challenge and the challenge is such that one must wonder whether there is any point in even attempting to meet it. We must hope, as someone or other remarked, that we are not in the position of the masochist who is so thick-skinned that he doesn't know when he's beaten. When we state the problem, it may seem hopeless to assert that there is some kind of core for learning, some pattern through which colleges can undertake an orderly part in the transmission of culture to young or not so young people.

Yet American education, however we want to look at it, is extremely successful in doing what it attempts to do. It can take a large part of the credit for the explosion in high culture in America. In science and technology, American leadership is beyond question, and American education surely deserves some of the credit.

The vitality of American pop culture is equally remarkable and is not unrelated, surely, to the remarkably broad base of American education, as well as its free and open spirit.

American higher education, in other words, has been a prime force in building one of the most successful, dynamic and socially mobile societies in history. And where higher education is not working as well as we would like it to, we are quite prepared to make changes.

That's what we are here for today.

THE USES AND ABUSES OF GENERAL EDUCATION

Dr. Donald D. O'Dowd
Executive Vice Chancellor, SUNY

My remarks today will deal with what I would call the decline of the liberal arts in the decade that we have just left. The part of the American college curriculum which is the liberal arts and which is the origin of our undergraduate curriculum is in serious trouble. Many, many changes have occurred in it, and I think it is uncertain at this point whether the liberal arts and therefore general education has a happy future.

Let me suggest some evidence of the difficulties the liberal arts have experienced. First, there are declining enrollments. Liberal arts institutions generally have suffered declining enrollments in the 1970's which, of course, is a key indicator of a problem. The only colleges that have avoided this decline are the high prestige, highly selective liberal arts colleges. The decline has been arrested now in liberal arts colleges because so many of them have changed their curricula references. They have put business programs into place, they have established nursing, physical therapy and medical technology programs, and a whole variety of other offerings to supplement the liberal arts. Many traditional liberal arts colleges have broadened their curricula, changed their outlook and become modified liberal arts colleges. As you look around the State of New York, many of the small private colleges are very different today than they were ten years ago.

The changing selection of major fields by college students in the United States is a phenomenon that has had far less visibility than I think it deserves. I've seen only one article on the subject which appeared in *Newsweek*. The pattern of change is not very apparent at a place like the State University of New York at Albany where so many of the majors are "capped." This means that the balance of students in the curriculum stays about the same from year to year. But while students are being turned away in some majors where there are four applicants for every position, in other majors there are eight-tenths of an applicant for every position. The result is that, looking at the distribution of students, you really do not get a picture of what are the preferences and choices of students. The pattern of major selection nationwide is the best indication of trends and, although the data are very hard to come by, it is clear that the fastest growing field in this decade by an order of magnitude is business and management. If you remember 1970, few students would admit to being in a business program. The students used to say if asked, "Well, I'm in history." Then the students would sneak around to the back door of the business school because they did not want their friends and neighbors to know that they were in a business curriculum. Of course, today the attitude toward business has reversed completely. Engineering which hit a low point in enrollment about 1975 has now climbed upward dramatically after a 20-year slide in attractiveness. The engineering enrollments are limited by the fact that engineering positions are in very short supply in American higher education. The turndown rate of students in business is high and in engineering it is very high. Therefore, you cannot look at the enrollments in engineering or management and know what the pressure is for opportunities to enter these majors.

Computer science is another example of change in curriculum structure. It is a field that went from nonexistence in 1970 to among the fastest growing and larger fields in higher education at this time. The health sciences have grown steadily through the 1970's and human services programs (described in many ways) are also growing fields. These latter areas are both fields that involve large numbers of students on a national scale. There are many other majors that are growing but they are quite small in terms of their total impact. The fine and performing arts are an interesting aberration as expanding major fields in that virtually all other growing majors are related to job opportunites while the fine and performing arts really are not related to future job opportunites for any significant number of undergraduate majors. Mathematics and science have remained about level in terms of enrollment over a ten-year period.

DECLINING ENROLLMENT AREAS

The declining areas of enrollment are the social sciences which started down about the mid-1970's; the humanities, which started to lose enrollment right around 1970; and, of course, education, which has shown the most incredible drop in enrollment in the last decade. Education is down in enrollment about 50% to 60% at the elementary level and somewhere in the order of 85% at the secondary level. In fact, 85% to 90% is the best guess I have seen for the decline in enrollment in secondary education on a national basis. I looked around this last year in the State of Michigan to find out how many students there were in secondary education mathematics curricula. I could find 45 to 50 majors in the largest state in the union in terms of teacher education output. Of these, I would estimate 35 will go into fields like computer science and applied mathematics, while only ten to fifteen will find their way into secondary education. That was the total enrollment in secondary education mathematics in one state. There would have been hundreds, if not a thousand enrollees, in that field ten years ago. And, of course, the demand for trained mathematicians is so enormous that people are flowing out of secondary math teaching at a steady rate.

This pattern of change is a fascinating one. If you look at women students separately, they were in education in 1970 in large numbers. If you watch the patterns and trace their choices, you find that women chose liberal arts curricula in substantial numbers in the mid-70's, and today they have shifted into the growing technical curricula. In many schools, management and business students are now 50% women at the undergraduate level; computer science is running close to 50% women; engineering up to 25% female depending on the campus; science and math enrollments are about 25% women. If you look at the professional fields, medical schools have 30% female students at the incoming level and law schools 40%. Go back ten years and you note that business enrollments were about 5% female while engineering was at 2%. Clearly, a revolutionary change has overtaken student curricula choices.

One of the interesting aspects of this change is that people say, "Well, this is a matter of quality; the students going into management, engineering and such fields are not the best students." If you look at the national merit data, published in their annual report which just came out the other day, a majority of the national merit finalists are now choosing professional and pre-professional fields. Around 70% of the men and women are now going into what we think of as career-related or professional fields. Again, ten years ago a small segment of these students would have been interested in such fields of study. You are aware of the American Council on Education data and what that tells us. A tremendous change has taken place in the attitudes and values of young people. Ten years ago undergraduates were talking about the development of a philosophy of life, about

self-actualization and the fulfillment of the individual. Today the younger brothers and sisters of those students are talking about high incomes, business opportunities, social status and positions of leadership in their careers.

If you disaggregate these data and look at men and women separately, women have come from 30% indicating in 1970 an interest in essentially wordly success to 70% seeking worldly success goals in 1980. Now, maybe women have felt that way all along, but they did not say it ten years ago. They are saying it today. Historically, the difference between men and women on these attitude measures was quite large; today it's almost negligible. I suspect there is not a significant difference between comparable samples of men and women from our liberal arts colleges and our universities on these basic attitudes toward careers. These are overwhelming changes in values, in choices, in outlook toward the world which have tremendous implications for two-year institutions, four-year institutions, and the graduate enterprise as well.

REDUCED JOB OPPORTUNITIES

Another change of importance in my mind is a dramatic shift from the selection of liberal arts graduates on the part of employers. In 1970-71 there was a 45% reduction in the number of job opportunities according to the annual college placement council survey available for liberal arts college students. That decline has never been reversed, there has been a decline every year since 1971 in terms of the desire to hire liberal arts graduates for business and industrial and related types of job opportunities. Before 1970 the demand for liberal arts graduates held up pretty well and then suddenly it collapsed. Liberal arts graduates tend today to be most attractive to government agencies because the civil service examinations are set up for liberal arts graduates. At least they have been; now, of course, that practice is under attack. The examination probably will be restructured and liberal arts graduates will lose some of their historic advantage.

One of the difficulties that I perceive is a decline in the quality and the standards of liberal arts departments. I lived through an era when there was a battle of toughness, when departments competed with one another to see who could give the longest assignments and the toughest grades. It was fashionable 20 years ago within the liberal arts area to try to outdo the other departments in degree of rigor. As you know, after 1970-1971 we got just the reverse effect. Departments started to outdo one another in ease of assignments and gentleness of grading to protect enrollments and faculty lines. The shift occurred in a very short period of time. Every campus that I have investigated reports the same shift, except for a few of the elite liberal arts colleges.

I observe that when I talk to students today, they report that the transition from high school to college in the liberal arts is relatively easy. They do not sense a great change of demand or quality. Students going into professional curricula, on the other hand, do often indicate that they experience a higher level of challenge. When a freshman enters engineering, for example, it is seen as quite challenging. The sciences and mathematics also are an experience of a transition to a new level of challenge. When I talk to liberal arts graduates they report the shift of demand level occurring when they go from a bachelor's degree to a master's or a doctoral program. Most bright liberal arts students find law school very challenging. In the first year, law schools figure out how to build character. I do not know if they have figured out how to teach law. I am not sure that teaching law is what they are about in the first year. In the same way, I would argue a pre-medical program is largely a training, testing and character-building program which is not necessarily essential to educating a good physician. In any case, it seems to me that for many young people today, the real liberal arts program is the MBA or the LLB. So many

of them go on to these degrees to obtain the kind of rigorous training that I believe their older brothers and sisters found in the liberal arts departments of the undergraduate colleges of a generation ago.

It seems to me that the world has turned away from the liberal arts as a preparation for people to solve the world's problems, to give leadership, and to be in a position of making a difference in the world. I think that 20, 25, and 30 years ago when I was a student and a young faculty member the nation still believed that liberal arts was the ideal training for leadership. I think that today the nation looks to the MBA, the law school, or the highly trained technical specialist for a leadership role in our society. I come to that conclusion because I have spent a lot of time in the last years dealing with industrial people. Incidentally, last year General Motors hired 3,400 new college graduates of whom 5% were liberal arts majors. When I asked why they had hired any liberal arts majors, the answer was "We couldn't find any more good engineers or business graduates who met our standards."

LIBERAL ARTS OVEREXTENDED

Let me talk about why I think the role of liberal arts has changed. I believe we overextended the liberal arts. One of the mistakes that we made – and some of us here were part of it – is that between 1955 and 1970 virtually all the growth in American higher education occurred in the liberal arts. It did not come about in other areas. What happened, as you know, is that teachers' colleges expanded tremendously. They did not expand by hiring more teacher education faculty; they expanded by hiring liberal arts faculty. They brought in bright young people from Stanford or from Berkeley, and they said, "Now set up a liberal arts college." We set out in some 300 teacher education institutions across the country to recreate Stanford and Berkeley in the arts and sciences college. The new faculty said, "We'll take care of training all those teachers, don't worry about it, we can give them the kind of education that will make them better teachers than anything that has ever happened in the school of education." In the process of doing this, we increased the capacity of the liberal arts to a very great degree, and I think frankly we just overbuilt.

I think we overproduced in liberal arts, and this has hurt the field because there has not been a large enough market for its graduates. The liberal arts are now contracting and have been contracting for a decade because the young people simply found out that the capacity was overextended and they have flowed elsewhere. Incidentally, this change of major choice applies not just to young people, but also to older people who choose to enter college. They tend to go into technically related curricula. I would predict that if we did an analysis from 1950 through 1980 of the number of people hired from the liberal arts into entry level jobs in business, industry, and government every year, probably it would produce a smooth steadily increasing function. The trouble is that the supply outran the demand by a very large amount and so our perception is that nobody wants the liberal arts graduate. In fact, the growth of demand is probably there, but the supply has been just so high that it's difficult to see the demand pattern change over time.

Another problem in the liberal arts is that we took a look at all those students back in 1960 and 1965 and we lost our perspective. The liberal arts often became pre-professional and turned away from their earlier mission of training people to be effective in the world in a whole variety of areas. I lived through this period as a faculty member. I can remember every year the pressure becoming greater on me to make my undergraduate college courses more professional in content. As my colleague asked, "Has the student had this work in perception and that work in

learning, and this work in statistics?" and I would say, "Yes, but this student is going to be a banker. What difference does it make if the student had all that? What is it I can teach him or her that is likely to be useful from my discipline in the banking industry or in the oil industry or wherever the student is going to go?" The answer was, "We are training psychologists, by God, that's our job." And you know that English departments, history departments and physics departments became essentially as vocational or occupational as any professional department in a university.

I watched that change occur and my belief is that we are suffering still from that era. Many of the departments in our colleges are still trying to turn out college professors in the freshman year. The content of our freshman course is not always designed for people who are going to take one course or maybe two courses in a field and hopefully you might lure them into a third course and really do well by them. That first course is designed in many cases for a person who is going to be a professor of history. In actuality, only one person out of 100 students is going to be a faculty member. But we still hold over practices from that period that lasted well into the 70's when faculty members saw themselves training professionals from the first day of the freshman year. And in the 60's, that was true. Remember when we used to boast that 85% of our graduates were going on to graduate school? I noticed recently that Harvard announced that 35% of the graduating senior class was going to some kind of professional or graduate school. Pre-meds probably constituted half of those and pre-law students another half with graduate schools accounting for something in the order of 10% of the students planning post-college studies.

LIBERALIZATION OF CULTURE

Another change which I think has had profound impact on general education is what I will call the liberalization of our culture which has changed the nature of general education in the last 20 years in a profound way. Let me mention a couple of topics that were not included anywhere in the curriculum or in discussions in secondary schools when I first began teaching.

In 1960 we did not talk about religion in the secondary schools. I can remember when communism and socialism were taboo topics in the secondary schools of Connecticut, New York, Michigan, and California. Sex and sexual behavior were truly taboo topics in education prior to college. Race was another topic that was ignored. The role of the introductory humanities course in which I taught for several years was to begin a discussion of these topics that most freshmen even out of sophisticated suburban high schools on Long Island and Chicago had never talked about in school except among their peers. Many faculty members got their kicks out of shaking up a class by introducing topics that had never been discussed openly in an approved setting prior to the freshman year in college. Thus, college often meant the transition to a new world of ideas and concepts where animated and exciting discussion could take place.

By 1970 every one of these topics was discussed in nursery school as far as I can make out. The role of general education which had been a kind of opening up of horizons got preempted by every medium including television. It seems to me that the role of liberal arts has never quite recovered from the cultural change. I don't have an answer to this change because it preempted a distinctive role that general education had for half a century or more. That special function of general education was just ripped out of our hands by the changes in society between 1960 and 1970. Sometime I look back with nostalgia toward that earlier period.

Let me say a few words about the change of our curricula, the elimination of requirements, grades, standards, and of almost everything else which many of us

surrendered under the pressure from students. I guess we knuckled under to pressure from the world in the 1960's and early 70's. Now we are trying to recover on all of our campuses. We are trying to get back to something near where we were in form, not in content, in the 1960's. We are doing it under pressure from the students once again as far as I can make out. I see more pressure for structure and for some kind of plan in general education coming from students than from any other source.

STUDENTS' OUTLOOK CHANGED

I would make one other observation about the problems that liberal arts and general education have encountered. I think one of the things that went wrong is that for about a three-year period we sent people into the work world who were essentially hostile to the whole experience. We sent our angry graduates, which is what they were for a brief period of time, into business and industry and government and they just raised hob. They upset people in these areas profoundly who then looked back at us and said, "We'll never hire another liberal arts graduate from your school. This guy started a union, and he protested about the shortness of the lunch hour, and he advocated the cause of women. For heaven sake, we don't want people like that in our business. We're going to hire reliable engineers from now on." It was at that time that many a business made a change in hiring practices, and only now are they beginning to realize that the liberal arts students that they used to attract a generation ago were similar in outlook to the liberal arts students of today. In my judgment, the student body today in our liberal arts institutions is quite conservative. However, business is still shell-shocked from what we did to them in a period when we had their good will. We handed them some dramatic problems from which they have not yet been able to recover.

REVITALIZATION OF THE LIBERAL ARTS

Let me talk about the possibility of the revitalization of the liberal arts. I think that liberal arts can be given new life, but I'm not certain that we will do so. The career-oriented professional studies are tremendous competition. They are carrying the battleground today, and I'm not sure there is a way of getting it back. Nevertheless, I think we have to try.

One of the remedies that I would suggest seems to be taking care of itself. The reduction in the output of liberal arts graduates is traumatic on the campuses. It is true that we have set in place mechanisms to slow down the flow of students out of liberal arts into other areas. Nevertheless, as the numbers grow smaller one has the ability to concentrate on the remaining students and the possibility of dealing with them more effectively grows greater. I suspect that there will be a recovery in the quality of the graduates, in their sense of direction and in our ability to convince the world that they can provide a very valuable service. I think that we are now reinstituting standards of performance which we let slip very seriously in recent years. From what I can see on most campuses, the liberal arts curricula are becoming more demanding, and are organized with more integrity. We are turning out a better student and probably a better person than we were doing for a period of time. I think we went through a period of overexpansion in the liberal arts during which we lost temporarily the quality that we had traditionally maintained.

I think that we have to abandon the overemphasis on training for professional scholarship. We owe it to students to show them that element of our disciplines. But I do not think that it can be dominant as I believe it has been in liberal arts education and in much of general education for too long. The materials with which we work often have a pre-professional emphasis because that was the prevailing

belief of faculty members of the role of general education. I can teach psychology at the introductory level as a course for future bankers or nurses, or I can teach it for pre-Ph.D.'s. It is not the same course; I do not emphasize the same things; I use different exercises. Exams and papers would all be differently structured. I am sure that all of you face that problem every day in your own disciplines. I submit that it is a problem that requires continuous attention.

I think that in general education and the liberal arts we need to build more patterning into courses, more interrelationships between courses, and a greater sense of integration into the curriculum. It seems to me that the class schedule dominates the curriculum. It just annoys me intensely to see that affect so much of what happens. What room is available at ten o'clock in the morning has more impact on the courses students can get than any intellectual or rational justification. I have never seen a good job of putting a schedule of courses together with a schedule of learning. I would expand that by saying, I think that guidance and advising and counseling ought to be integrated into the package. As you know, the data are overwhelming in support of the view that to the extent that a student knows a single faculty member, the likelihood of that student persisting in college and having a successful educational experience is greatly enhanced.

INTRODUCE PROFESSIONAL CONTENT

I believe that in the liberal arts curricula of the future we have to introduce professional content in recognition of the reality that faces young people. For example, any student in the liberal arts (unless the student is thinking of a career in that area) ought to be encouraged to take a minor in a field such as business or computer science. In that way the student will have at least a cluster of courses which will give him or her some feeling for an area in which it is possible to find an entry level position. This is true of both men and women students because all of them are going into the world of work seeking lasting careers from this time forward. Why not include a grouping of five courses in accounting, business practice, and organizational behavior so that a young person in philosophy has some idea of what the business world is like. I know many institutions are working in this direction.

Another area which is developing slowly is the introduction of practical applications in the fields themselves. For example, it is possible to get courses introduced in an English major which have to do with news writing or copy writing or other journalistic content. As I talk today with students in journalism, one of the fast growing major areas, they are often English students. They are the students who four years ago would have been English majors. They want to do what is done in an English department; they want to write, to read, and they are interested in literature. However, these students fear that the English department will not give them enough breadth of experience so they can find an opportunity to use their language skills. Therefore, they are drawn to journalism which is probably the wrong place. My feeling is that they are not really interested in being journalists. They are interested in being writers in a much broader sense, and the journalism faculty are responsive to that need.

I would urge that we arrange internships for liberal arts students. It is not really necessary for an engineering student to have an internship in local industry. They are going to get hired by local industry whether they have an internship or not. It is a great experience for the student and industry loves it. The same thing is true of business students. What about the philosophy major and English major and the history and sociology major? It would seem to me that those are students for whom internship experiences could be of the greatest value, partly because

they would convince the employers of the value of these students. I think that to the extent we can get these students associated with fields other than the one in which they are studying, we will do everyone a service.

I would inject the computer into every major in the liberal arts curriculum. I think it is as useful in English, history or philosophy as it is in mathematics. The problem is that the faculty in many disciplines are not comfortable with the computer because they came into the academic world before the computer did. Clearly, a lot of faculty retraining has to be done. The student who goes out of the college with computer skills is very desirable in a graduate school or in a business. That one skill can do a great deal to open the doors for a new graduate. However, I am very skeptical of "computer literacy" courses. I believe the computer must be used in the context of a discipline. It is only when a student sees how the computer relates to a field of knowledge that its power will be appreciated and its operations remembered.

Statistical training, it seems to me, is very important. I cannot think of any place in our society where you do not use statistics. A faculty member in the most pure liberal arts has to figure out how to get an average and a distribution in dealing with grades. If the professor fails to do so, students will jump all over him or her claiming they have not been treated fairly. A basic course in this area could be justified easily as a segment of general education.

A DIFFERENT VIEWPOINT

I would like also to see engineering and law considered as general education courses. The engineer and the lawyer have distinctive outlooks on the world that I think could benefit all of us if we could learn to perceive the world through the eyes of these professional specialists. I have had a lot of advisors in the kinds of roles in which I have been over the years. I can assemble ten faculty members and one attorney around a table to discuss an important policy issue for an institution. That one attorney will often contribute a point of view, not a legal opinion, but a way of perceiving the world different from any of the ten faculty members. Faculty tend to come out of the same kind of intellectual realm while the lawyer comes out of a very different orientation and casts a new light on the policy under discussion. Can we give students an opportunity to experience different professional views as part of their general education?

I would include in general education a field like fitness and health which I think will be one of the burgeoning areas of the next decade. I believe we have finally decided to challenge the physicians of the nation. People are going to take over some of the health maintenance roles for themselves, and it seems to me that is one of the things we, as educators, can be part of. Think of the advantage in keeping the cost of medical care down, and we might just keep ouselves alive a little longer. Developing this role could be done in general education. These are some ways of bringing new life to general education and the liberal arts. Whether it will happen, I don't know. I hope it will.

New Directions for General Education in Community Colleges

Dr. Jeffrey D. Lukenbill
Director of General Education
Miami–Dade Community College

The topic, "New Directions for General Education in Community Colleges," is a broad topic and I'm not going to try to deal with it all. First of all, I am not sure there are new directions. Perhaps more properly the title should be: "A Direction for General Education in Community Colleges." Many of us, I think, have not had "a direction" for general education in our institutions. If there is something going on now that is useful in the general education area, I think that this "direction" is probably what is most useful. Colleges are trying to find out, many for the first time, what general education really means, what it really should do, and what its direction ought to be for their institutions. In the past, general education programs very often have had no clear directions, but rather followed a piecemeal approach, where there were courses here and courses there that somehow were amalgamated under the heading of general education.

I am very impressed with the general education association that has been formed in New York. I am very impressed that you are here. This kind of state meeting, as far as I know, has not taken place anywhere else in the country – where those who are in direct position to influence and change the general education programs, which are the very bases of our curricula, have met to begin investigation and dialogue to improve the quality of instruction and the quality of learning. There are many efforts going on in individual institutions and a number of faculty are concerned about general education. But this group and this kind of meeting is unique. I wish you well.

My guess is that you don't know all that you are in for, and perhaps if some of you did know you wouldn't be here. This reaction comes from five years' experience in the general education area at Miami-Dade. This is a long, rough road that you are embarking on. I don't come here as an expert. When I talk about a model I will be using the experiences Miami-Dade has had in its new general education program. Nevertheless, I certainly don't propose that the Miami-Dade model be followed or imitated uncritically. If I can be of any service to you, it will be in raising some issues, discussing some of our experiences and what we've learned, and suggesting the principles that we think make sense as a result of our study. But I certainly will not try to tell you how to set up a general education program. Each program has to be unique to the institution and has to serve the needs of the college's students and the community. You have to be the ones to reexamine your programs to see if they make sense, to see that they do have a sense of direction, and that they are accomplishing what they should accomplish.

Miami-Dade, five years ago, started a general education study. I was a chairperson teaching in a general education program when I learned about this study and the formation of a collegewide committee. Miami-Dade has four

campuses and numerous outreach centers, with a head count per term of about 60,000 – with probably 45,000 credit students. The FTE is approximately 34,000 a year. That's large! Sometimes it makes me think that our problems are unique, and that you don't share these kinds of problems. From what I've learned, however, in talking with other community college administrators and faculty, our problems are not unique. Our problems may be different in some respects, magnified in some respects, but not really unique. For example, one of the problems that received the greatest attention very early in Miami-Dade's study was basic skills. Well, that's certainly not a unique problem. All community colleges face this problem.

In any case, I was named director of this general education project five years ago. I was released one year to help complete this study and to recommend some changes in our general education program. We are now five years into the project. There will be at least two or three more years before all the changes will be in place. The project has had an absolutely unpredictable, widespread effect on our college. Miami-Dade is not going to be the same institution two years from now that it was when this project started. It has affected every aspect of the college, and every faculty member, in some way.

I am going to present this model, illustrate some things we learned, and raise some questions, but please again, don't think I have come here with all the answers. There is currently a lot of activity in general education. You know about Harvard and the publicity its program has received. Many of us wonder even now whether there really will be a general education program at Harvard – maybe general education for Harvard, but certainly not as a model for the rest of the country. There are very interesting competency-based general education programs at Alverno, Mars Hill, and Our Lady of the Woods in Texas. While these are very interesting programs, in my judgment they are not too applicable to most of us in public community colleges. The models themselves, however, are very very provocative.

The American Association of Colleges, which originally was primarily an association of private colleges, has broadened its scope and has taken liberal education as one of its major themes. Their publication, "Forum for Liberal Education," is very informative. The "Forum" has good synopses of developments in different institutions in the general education area, including specific discipline areas like the sciences and humanities, admission procedures, testing and innovative programs. There is also Project GEM. General Education Models, which is a consortium of ten or twelve universities and community colleges across the country. These colleges are doing a variety of interesting things in general education and will be publishing their results.

In addition, there are a number of good recent publications. I know you have reviewed many of these, but let me just mention two. The first is Clifton Conrad's *The Undergraduate Curriculum: A Guide to Innovation and Reform.* It presents a good survey of recent general education developments. One of its weaknesses is that it does not include community colleges, but it has some very interesting material. The second publication is by the director of Project GEM, published with the cooperation of the Association of American Colleges. *General Education: Issues and Resources* has good bibliographies and lists of institutions that are working in different areas of general education. I would recommend both to you.

Some of you are familiar with the report Miami-Dade has published concerning its new general education program, so if you want more specific information about its changes you can find it in *General Education in a Changing Society.* We will have a companion work, I hope, in about a year to describe the implementation process, changes in the original proposal, and what we learned during the

implementation. I can send this report to anyone who wants one. Miami-Dade has another collection of papers about some developments related to the general education program that I will also be glad to send to you.

I would like to look at the Miami-Dade model, review its highlights, and indicate some principles behind it. I am going to refer to the attachments which outline the basic model. Before proceeding, I would note that in the conference packet you received there was a summary sheet that included definitions of general education. When I first began work on the general education project, the committee members that I worked with observed: "We can't do anything until we define general education." I agreed. Yes, you should define general education before you try to develop a program. My suggestion is, however, that you shouldn't get bogged down over definitions. There are some faculty who would spend years defining and redefining. Define general education as best you can, and then do something about it.

I don't have time to give the rationales for all parts of the Miami-Dade model. Moreover, there are some aspects of the model that I wouldn't have adopted if it were up to me. The same would be true for the others who worked on the project. This model was approved after a great deal of debate and discussion. It was a long, three-year process. There were many battles, and all the battles aren't over yet. General Education is a very heated area to get into because everyone thinks he or she is an expert in general education. Then, when you get into the implementation stage, the political battles get very, very real. You will be talking about FTE, and what departments control FTE, issues which are right at the heart of the institutional structure. It has little directly to do with instruction and learning.

The first part of the model deals with basic skills assessments. Miami-Dade was not doing assessments. Florida had abandoned statewide testing in the late 60's. We had little information about the students who were coming to Miami-Dade. They were just going into programs. We had advisement and we had high school records, but they were not adequate. Moreover, Miami-Dade found about two years ago that it was majority/minority – that the majority of students were from minority groups, that a majority were female, that a majority were part-time students, that the largest majority was Hispanic, and that the majority was over the age of 27. In fact, we realized that our typical student, the student we now really have to be concerned with, is the adult, probably between the ages of 25 to 40, who comes to school on a part-time basis. It is hard to get away from the view that our typical student is the eighteen-year-old high school graduate who enrolls as a full-time student. We still have a lot of these students, but this is no longer our typical student. It may not be true of all your institutions, but I am sure you are finding similar changes in the kinds of students you get. To ensure that students have basic skills and to direct them to appropriate programs, we have adopted an assessment program for reading, writing and math, and we have moved to mandatory developmental programs. Although the College has had developmental programs in the past, using labs and courses to try to build up skills, it did not have a cohesive plan.

Miami-Dade is also introducing a new general education core of five courses. They are Communications, The Social Environment, The Natural Environment, Humanities, and The Individual. These are not course titles, but are simply descriptive labels. The way we set about this general education revision was to ask: "How do we go about studying and revising general education?" There seemed to be two approaches. One is to look at what you have, look at your requirements, and look at your courses to see how you would improve the existing courses, or how you would want to change the requirements. We felt that this approach would

be a fatal error. If you use it, you are working from an assumption that your model is sound, that the courses that exist are basically good and accomplish their purposes. That, we did not know at Miami-Dade. The second approach is to begin fresh with a definition of general education, a rationale for having general education, and general education program goals. Any required general education courses would then be justified in terms of these statements.

Miami-Dade, when it was founded in 1960, had adopted a model of the program offered at the University of Florida. The only substantial change in that model over the last twenty years was a reduction in the number or requirements. This is the first time we've really looked at general education and asked: "What is it? Why are we offering it? What should be done?" So we began by saying: "Let's start fresh, and not start with any assumptions." Thus, one of the things that we learned (and this would be one of the concepts I would offer you as a very important aspect of general education) is that if you're going to call general education a program, conceptualize it as a program, and make it a program. What is a program? A program should have a rationale for offering it. You certainly require this when you introduce other programs. It should have clear goals so that you know what that program is supposed to achieve. The courses and the teaching strategies should clearly help students achieve those program goals. And a program is evaluated.

There are very few institutions across the country that have general education goals. If they have them, they are usually in the catalog somewhere, and no one ever looks at them. Miami-Dade is making a very consistent, conscientious effort to first identify goals, and then to justify every required course in the general education program in terms of those goals. So we started with a list of goals that specify what we are going to try to achieve in our general education program.

Then we asked: "How are we going to achieve these goals?" We asked for recommendations from all the campuses, and finally adopted this model. As the model indicates, we are beginning with some assessment work and developmental work when it is needed. Students then must take a required general education core, five courses, and we've decided that all students will take these unless they can demonstrate that they already have the competence. It's very structured and may sound very traditional. But, what we are saying is, that to be certain that the general education goals are really going to be addressed, all students will take these five courses which are really going to focus on these goals and, in fact, will be designed in terms of these goals. Certain goals are assigned to each of those courses. The courses are now being designed to meet those goals. In effect we are taking courses out of a discipline consideration or departmental consideration and are putting them in the context of program goals.

Following the core, there will be what some would view as rather traditional distribution groups. But, there will be a difference. The courses have not been finally selected, but the groups will be relatively small, maybe six to eight courses in each area. The communications group is not a true distribution group. All students will take English Composition except for certain students who already demonstrate proficiency. We have changed English Composition I and English Composition II, the present requirement, to Communications and English Composition. The reason is that in our institution while English Composition I is usually taught as composition, English Composition II is often taught as literature, not composition. Our students need writing desperately, so we have reconfigured the courses to reemphasize communication skills, and especially writing skills.

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE IN ARTS DEGREE

BASIC SKILLS

MATH COMPETENCY
(Required for Graduation)

READING & WRITING COMPETENCY
(Required for the Core Communications Course)

GENERAL EDUCATION CORE

COMMUNICATIONS	HUMANITIES	THE SOCIAL ENVIRONMENT	THE NATURAL ENVIRONMENT	THE INDIVIDUAL

Required single, multi-disciplinary courses - 15 credits

DISTRIBUTION GROUPS

COMMUNICATIONS	HUMANITIES	SOCIAL SCIENCE	NATURAL SCIENCES	PHYSICAL EDUCATION
English Composition Creative Writing* Introduction to Literature Speech*	Art Drama Foreign Language Literature Music Philosophy Interdisciplinary Humanities	Anthropology Economics Geography History Political Science Psychology Sociology Interdisciplinary Social Sciences	Biology Chemistry Earth Science Mathematics Physics Interdisciplinary Natural Sciences	Physical Activities Health Maintenance
3 Credits *Can be selected only if English Composition competencies have been met	Four courses, including at least one from each of these three groups, are required - 12 credits. Each campus will designate a short list of courses for each group; the discipline areas listed here are only illustrative.			2 credits (These credits are not included in the 36-credit general education requirement)

ELECTIVES 6 credits - selected from a collegewide list

Humanities, Social Sciences and Natural Sciences are the distribution areas. The courses selected for these areas must meet certain criteria. They must address specific general education goals. They are not to be first courses of a sequence leading to a major. The courses must demonstrate relationships with other disciplines in the area. This is a large, perhaps idealistic task, but we are trying to get away from using courses that are introductions to majors as part of the required general education program or core. Students will take four courses from these three areas, one from each area and a fourth from any of the three. They must also take the English Composition course.

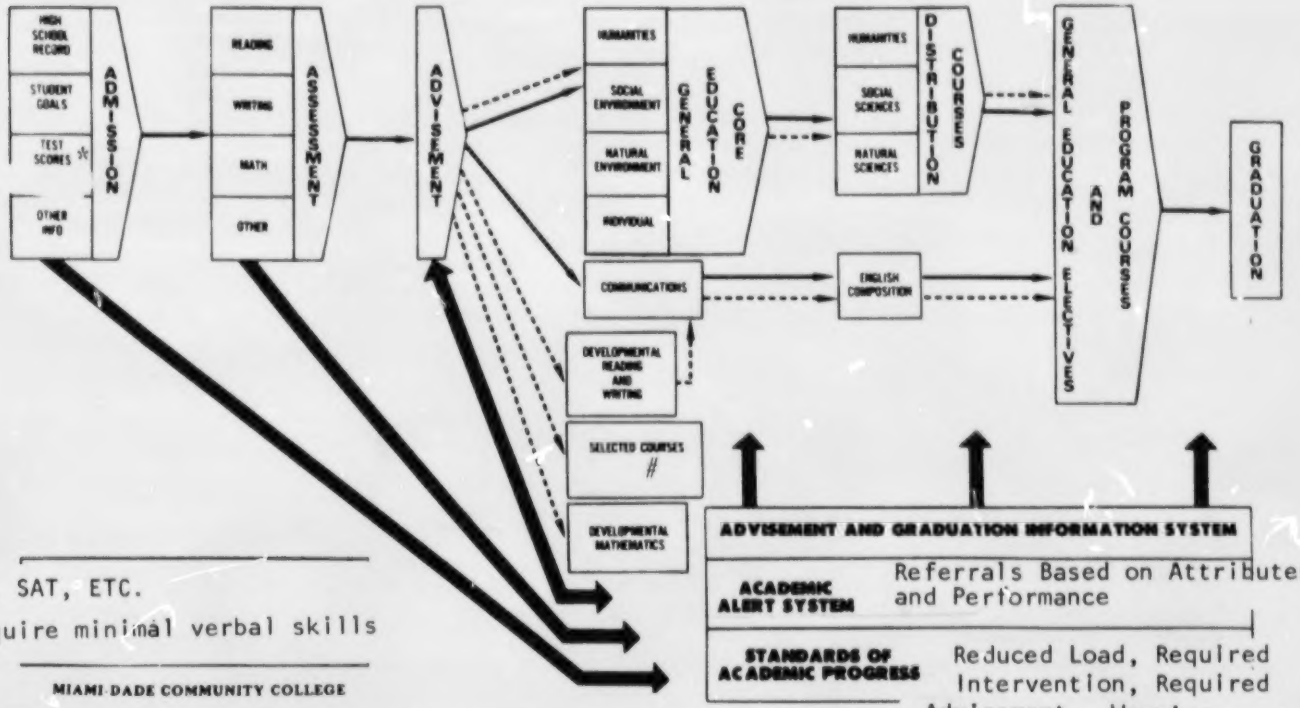
This model is already out of date because it doesn't reflect a math requirement. Students who don't demonstrate specified math skills on an assessment will have to take a math course. Math is a very interesting area. I have worked with math committees for about four years. While we all want to improve the quality of math programs, it is very difficult to try to justify what math every student should know. Many institutions simply require all students to take a math course, so one student takes arithmetic and another student takes calculus to meet the requirement. There is a little problem in logic with such an approach.

I have been working with the math committee of the Florida Essential Academic Skills Project. The committee's task is to identify those math competencies that are essential for success at the junior and senior level of a university. Think about that – those math competencies that are essential for success at the junior and senior level regardless of a student's major. In actuality, there are probably not many. If students are able to use a calculator, even manual arithmetic skills are questionable. But the committee has identified a relatively modest list of competencies, including some algebra, some geometry, introductory statistics and probability, and problem solving. Even though the competencies are relatively modest, there are problems. When students come to Miami-Dade, we will assess their math competencies. If they don't have those skills, we will provide a course to teach those skills. We don't want students to wait to begin the work, so at the beginning of the freshman year we will encourage them to take that course. And, by the end of the freshman year many will pass it and demonstrate the competencies. I asked the math experts on this committee, representing both universities and community colleges, what is the probability that a student who completes the course by the end of the freshman year will remember what was learned in order to pass the required test at the end of the two-year degree program. They were unanimous in their opinion that there was a very high probability that they would not remember enough to pass the test. This is disturbing to me. It is hard to say that those are essential academic skills if they are neither used nor remembered.

To summarize, Miami-Dade will require a core. It will address specific goals. Students will also choose from what will be relatively narrow distribution groups to meet requirements. Courses have to be justified and approved in order to be included in a distribution group. For example, if an art department wishes to offer an introductory art course, that will not be a decision of just the art department. It will be a decision of a cross-discipline curriculum committee. If that proposed course is appropriate, it will meet the general education goals.

The core courses are now being developed. I have 40 faculty, 8 on a team, to develop the five courses. They are released two-fifth's time. That's a lot of money and effort going into developing these courses. The development teams have to demonstrate how these courses relate one to another. They have to meet some other criteria. For example, we have adopted a principle that the improvement of communication skills, particularly writing, is the responsibility of every faculty member. We have been too long in the syndrome that communications is the sole

ASSOCIATE IN ARTS STUDENT FLOW MODEL



*ACT, SAT, ETC.

Require minimal verbal skills

MIAMI-DADE COMMUNITY COLLEGE

Students w/ no basic skills deficiencies

Students w/ basic skills deficiencies

Information Flow

responsibility of the English teachers. If students can't write, English teachers have borne all the blame. In our institution, as in many others, students write in their English courses, but too many never have to do any significant writing in their other courses. That is very disturbing. So we are going to make a conscientious effort to have students write as much as possible in their other general education courses.

Miami-Dade, by state law, must have a 36-credit program in general education. Most students take more than that. While most courses for an AA degree fall in the general education category, the College must still show a specific 36-credit program. The new program will specify about 33 credits – 18 prescribed, 12 or 15 selected from relatively limited distribution lists, and 3 or 6 additional credits that fall in an elective category.

Let me consider briefly the hand-out of Miami-Dade's student flow model. I think we learned, as we got started, that you don't revise general education in isolation. That would be another important message to you. There are too many areas involved. As Dr. O'Dowd mentioned, advisement and counseling absolutely have to be involved. We have to keep in mind that most of our students do not complete degrees. That's a reality. Most of them do not go on and complete the four-year degree. Maybe your institutions are different. The success of transfer students from our AA degree programs is good, but we have a lot of students, as I'm sure you do, who start and never finish any program. That's not necessarily bad, if we know that the reasons students do not complete programs are valid. We have found, then, that as we started working with general education we had to be concerned about advisement, counseling, and other kinds of support systems, like developmental labs and resources that will help provide students with the assistance they need to be successful. As a result, we found we were really talking about a flow model. We feel that one of the real problems in terms of articulation, which is going to be an issue later on with the universities, is the lack of any kind of direction and cohesion as students are passing through the degree system. There are some logical steps. It doesn't make a lot of sense for students to enter a community college and start taking an engineering course the first year if they can't do simple math, or if they have had no exposure to some basic scientific and mathematical concepts.

So this flow model has become our guide. Don't view it, please, as neat and as predetermined as it looks. The sequence is not absolutely fixed, particularly with respect to the many part-time students. But after admission we should have some data in order to help students make academic decisions. Assessment should take place. Good advisement has to take place. Students may need to go through a developmental process. The core, the basic concepts, should ordinarily come first. The distribution courses should give some depth, to give students more exposure to learning that has traditionally gone on in disciplines. By the way, I am one of those who do not attack the disciplines, for two reasons. First, I don't think they deserve the attack. Much learning has developed through the disciplines. Second, if you attack the disciplines, your efforts will be unsuccessful because most faculty are not going to reject the disciplines in which they were trained. Finally, in the flow model students take specialized courses in their programs and then graduate. This looks simple, but as I said, it is neither so structured nor so neat as it looks, but at least it begins to give us a sense of direction.

On the flow model there is also reference to support systems. These systems are new to Miami-Dade and constitute a massive undertaking, but we think it's going to be one of the best things we do in terms of our general education.

First, Miami-Dade instituted new Standards of Academic Progress. Now you

can talk about new academic standards in terms of toughening up or going back to the old standards but that is not the College's concept. The concept is that if we want to help students, they must develop clear goals, we have to demand a certain level of performance, and we have to provide help early if they are having difficulty. The first standard is an academic warning category. If, after seven credits, the student's grade point average is below 1.5, the student goes on an academic warning status which immediately reduces the credit load. We have found, although I can't give you hard data, that the single thing that helps students most if they are not being successful is reduced credit load. Most of our students are working. They are involved in many other activities. Reduce their academic load and they are more successful. We are seeing it over and over again. This was not an easy decision, for like you, we have many students who are on BEOG grants, or who are veterans. When you take them out of the full-time status, it affects their financial aid and likewise affects the College's FTE's. We have taken this action because we think it's worthwhile.

Another category, probation, is applied if students who by the time they get to 17 credits, haven't maintained a 1.5 GPA, or if they have not completed successfully at least half the credits for which they registered. Those students who do not meet these standards by 30 credits are suspended for a major term and are accepted back only on a probationary status. In both cases, these students have mandatory reduced loads.

The College introduced the course completion requirement because its experience was that some students signed up and dropped courses indiscriminately. Some played the system, receiving benefits but making no progress towards degrees. I'm sure you have had similar experiences. Now, students who don't complete at least half the courses for which they enroll fall into one of these categories.

These standards have been in place for about a year. Even though the College is large, it is feeling the crunch of a drop in student enrollment. We have faculty worried about jobs. We are concerned about faculty reductions. Nevertheless, in the last year the College suspended approximately 5,000 students for major terms. That hurts, and when enrollments are dropping, such an action really hurts. Our conviction, however, is that it will pay off in the long run. If we provide help to students early, and if they know what's asked of them, attrition is going to decrease also. Retention will increase, and in the long run we believe that our enrollment will benefit.

The Academic Alert System is a computer-based system for advisement. The concept is very simple. At the middle of each academic term, every credit student in the College gets a letter saying how he or she is doing, as reported by his or her professors on the basis of two criteria -- performance in courses and attendance at the classes. The College does not have a class attendance requirement or policy, but instructors can set their own policies. If the students are not performing well, or their attendance is not satisfactory, they are so notified. They also get directions about where to go for help. Handicapped students will be advised to see special counselors. Veterans may be referred to the veterans' advisor and also alerted to possible loss of benefits. Students whose basic skills assessment scores were low will probably be referred to skills labs. For Miami-Dade, this computerized system is a tremendous tool for reaching students having difficulties before the term is over.

The Advisement and Graduation Information System is a computer system to try to help faculty do a better job of advising students. We find that we have to rely heavily on faculty for student advisement, since the College can't support a central core of advisors to do all the advisement. Faculty, however, can't keep up with all the changes in program requirements at different universities. Advisement

takes a lot of time if an instructor has to stop and look up to see what different universities are requiring for different programs. We now have a system that prints out exactly where the students stand in terms of their Miami-Dade requirements, what they are taking, what their grades are, what they still need to take, and what they have registered for but haven't completed. In addition, there is a grid that lists down one side program requirements, and across the top, every Florida university and major college in our area. On this grid is marked every course that is required or recommended by universities and colleges in the area. Different symbols indicate to the advisor and to the student just what courses have been completed and what courses need to be completed for each college. Another real advantage to the system is that the advisor on demand can get a printout for different programs if a student is considering changing his or her major. The student can know instantly what requirements he or she has met in the new program. This is a very powerful resource for us.

Another fringe benefit, which we again did not anticipate, is that the Advisement and Graduation Information System is motivating university departments to clarify their requirements. Now, when Miami-Dade students graduate, they will have this piece of paper that specifies what courses the university told Miami-Dade it requires for the major. The students took these courses, so they do not accept being told they should have taken something else. In other words, the universities have to get their acts together. The printout becomes a document that students will take to the colleges or universities as evidence of their preparation according to what these same colleges and universities specified.

Let me conclude with six convictions that I've developed while working on Miami-Dade's general education project.

First, when a college begins a study of general education, it will not be involved in a review of "just" general education. Faculty will be discussing every aspect of the instructional program. Every college area is eventually going to be involved if a comprehensive study is done.

Second, to be truly significant, general education should be conceived as a real program, a program that has a rationale, goals, courses to meet goals, objectives to meet courses, and an evaluation of how well the goals are met. If you want a real general education program, make it a "program."

Third, unless your college is much different than most, it will have to deal with developmental studies. Although I have not gone into this area, Miami-Dade's aim is to integrate developmental work with its core courses. The core courses should support what goes on in developmental studies, not to make the core courses developmental courses, but to support developmental efforts by providing as many resources as possible.

My fourth conviction is that a review of general education should include discussion about all programs, not just transfer Associate in Arts programs. General education is for everyone. In fact, those students in two-year occupational or technical programs probably need general education more than the other students because they are going to have less chance to get exposure to learning outside their programs. A review of general education really should be done in terms of a comprehensive curriculum effort. Miami-Dade will require fifteen semester credits in a general education core. The core will be required for all students, including those in technical programs. Some faculty disagree, but Miami-Dade made this decision because it believes firmly in general education.

Fifth, a general education revision will not be easy. There are many different

educational and philosophical questions. There are a lot of pragmatic questions. Miami-Dade worked from the nature and experience of its faculty and students. You're going to have to do the same thing. There will be serious political questions, and many issues. At Miami-Dade, the concern for FTE has been very, very difficult to keep out of discussions of educational issues.

And last, my main conviction is that general education is the most essential thing we do. General education is fundamental to all our programs, whether we talk about community colleges or our universities. A college education is supposed to provide learning for students for the rest of their lives, and help them truly be educated. General education is absolutely fundamental. We have not treated general education this way in the past; we should begin to treat it as absolutely fundamental in the future.

CORE CURRICULA MODELS: PANEL

GENERAL EDUCATION AT PLATTSBURGH
Dr. Richard H. Robbins
Associate Vice President for Academic Affairs
SUNY at Plattsburgh

BEYOND THE DISTRIBUTION REQUIREMENTS
General Education at SUNY at Brockport
Dr. Robert Strayer
Director of General Education
SUNY at Brockport

THE GENERAL LIBERAL EDUCATION PROGRAM AT SUNY AT FREDONIA
Dr. John S. Ramsey
Chairperson, General Education Sub-committee
SUNY at Fredonia

GENERAL EDUCATION AND THE FEDERATED LEARNING COMMUNITIES
Dr. Patrick J. Hill
Chairperson, Federated Learning Communities
SUNY at Stony Brook

GENERAL EDUCATION AT PLATTSBURGH

During the past four years, Plattsburgh, along with other schools, has been designing and implementing a new General Education program. My purpose here is to give the history of that process, the structure and rationale of our new program, and the effects of the new program on transfer students.

Beginning in the 1940's the curriculum at Plattsburgh contained a rigorous group of courses, required for all students, devoted to the goals of General Education. The program evolved until it contained a series of core requirements in the sciences, social sciences and humanities -- a core not unlike that developed at Dade County Community College. However, in the late 1960's, as the trend to introduce more flexibility into the curriculum took hold of American higher education, the core requirements were dropped and a simple distribution requirement (9 hours of science and mathematics, 9 hours of social science, and 9 hours of humanities) was instituted in its stead. The problem, of course, was that such a requirement was not a program at all. The goal of insuring that students received at least some breadth through distribution requirements became meaningless. Course selection became almost random as students were required, with minimum assistance, to select nine or ten courses out of some 2000 offered. Not only did simple distribution requirements lack coherence, but they also distorted the meanings of educational categories. For example, since our Communications Department was contained in our Division of Humanities, along

with the English Department, students were being told, in effect, that a course in voice training was equivalent to a course in Shakespeare.

With an awareness that a distribution requirement was at best a token bow to the purposes and philosophy of General Education, the faculty at Plattsburgh, in 1976, began to redesign the General Education requirements and in the Fall of 1979 a new program was implemented for incoming freshmen.

One immediate problem was communicating to students the rationale of the program. It is not unlikely that one reason for the failure of General Education in the 1960's was that students failed to understand, or were never told, the reasons for a General Education component in the curriculum. We have attempted to explain to freshmen that at least half of them are likely to change their major, that in their lifetime they will likely change careers three to five times, that 20% of the jobs that will exist in ten years don't exist today and that it is poor educational strategy to assume that their college education will – or even should – bear directly on their career plans. Consequently, a complete college education should contain a component designed to prepare students with skills, knowledge and habits of judgment that could apply to whatever activities, professional or personal, the student might engage in. This is one of the aims of our program.

The program itself is divided into three parts: an Advanced Learning Skills component designed to develop basic skills of communication and thought; a Distributive Component designed to make students aware of areas of knowledge outside their majors or specializations; and, an Integrative Component designed to focus on some theme, issue or topic which lies at the intersection of different academic fields. In brief, the Advanced Learning Skills component consists of a ten-hour requirement: a course in *Written Composition*, a course selected from a category in *Communication Skills*, a course selected from a category in *Analytical Skills*, and a one-credit hour course in *Library Research Skills*. The Distributive Component is an 18-hour requirement with one course selected from each of six categories: *Formal Systems of Thought* – courses intended to acquaint the student with at least one formal system (geometry, algebra, symbolic logic, calculus, computer language, etc.), and to demonstrate the principles according to which the system is constructed, and show how the system can be used to analyze and solve problems; *The Natural World* – courses designed to increase understanding of some of the fundamental principles observable in the natural world and some of the experimental and theoretical scientific methods used to reveal, confirm and predict these principles. In addition, these courses should also convey some sense of the philosophical, historical and social factors which have influenced scientific development; *Individual & Society* – courses designed to focus on man as a social animal, examining the nature of motivation, needs, attitudes and purposes in human behaviour; *Human Heritage* – courses designed to explore the origin and evolution of systems and institutions which characterize or affect contemporary life and future; *Arts as Aesthetic Experience* – courses designed to convey an appreciation of the aesthetic tradition as well as an appreciation of the creative process in the arts; and *Foreign Culture or Language* – courses designed to convey an awareness and appreciation of cultures different from that of the student and to understand better their own culture through knowledge of another.

There is an additional requirement – that at least one course in the Distributive Component contain a significant laboratory, intern, field, studio or apprentice experience.

At this time, most of the courses in these categories are existing courses. However, we have already developed special courses for General Education in science, in economic history, in the arts, and in computer science and we expect to develop considerably more.

Finally, the Integrative Component is a nine-hour bloc generally consisting of three courses (including at least one seminar or "core" course) focused on issues or themes such as religion, the role of women in society, the biological foundations of human behaviour, Middle East civilization, French civilization, and, symmetry in the natural world. Each student needs to complete an Integrative Component. The Integrative Component at Plattsburgh owes much of its design to the Federated Learning Communities program at Stony Brook which Dr. Hill directs.

Perhaps the most important ingredient in this 37-hour program is a special committee chaired by the Vice President for Academic Affairs, which is charged with selecting and approving courses for General Education, periodically evaluating the program, and recommending changes or modifications in the program. It was fully expected from the outset that the program would "evolve" and that gradually new courses would be designed and introduced while other courses would be removed, and that changes in the structure of the program could be implemented. For example, Plattsburgh currently has a Freshman Seminar program which offers incoming freshmen the option of taking a three-credit seminar for elective credit and which is intended to give them the opportunity to work closely with a faculty member and focus on some topic or theme, but with enough flexibility to address other issues or problems of interest to freshmen (e.g.: the relationship between college and career, etc.). Since these seminars are also concerned with communication skills, this program may later be integrated with the General Education program.

We foresee no difficulty with this General Education program for students transferring to Plattsburgh from two-year or four-year colleges. With existing Liberal Arts or distributive requirements required at two-year schools, almost all associate degree holders have already completed courses which would satisfy the Advanced Learning Skills component. In addition, since the manner of categorizing distributive requirements can vary widely from college to college, an associate degree holder or student with 60 hours or more, in order to fulfill the distributive requirement, needs only to have 18 hours of courses distributed in the humanities, social sciences, or science and mathematics with at least one course in each category and no more than three in any one. Students with less than 60 hours will need to have one course equivalent to each of the Distributive Component categories. However, since all two-year colleges have courses equivalent to those at Plattsburgh, this should present little difficulty.

The Integrative Component is designed to be an upper level experience and it is expected that associate degree holders and other transfer students will fulfill this requirement at Plattsburgh. However, one course from another school can apply toward this experience provided there is an equivalent course in one of the Integrative Components and provided the student then completes that Component. Since we expect at least 30-40 Integrative Components to be available at any given time, finding a number of components containing a course equivalent to that taken at a two-year college should be no problem.

In sum, we believe that our new General Education program affords students, both native and transfer, the opportunity to more fully take advantage of what we have to offer. Moreover, it affords our faculty the opportunity to more fully utilize their creativity and skills to insure that students receive an undergraduate education that we believe is second to none.

During the past decade, the general education curriculum of the College at Brockport resembled that of many colleges and universities across the country. It consisted of (1) two required communication courses: freshman composition and oral communication taught respectively by the English and Speech departments; and (2) nine required courses grouped in four areas: humanities, social science, natural science, and fine arts. Virtually any liberal arts course, of which there were some 600 per semester, could be used to meet these distribution requirements. On the campus, this curriculum was viewed by many as a wide-open smorgasbord, incoherent and loosely defined.

In the fall of 1976, the College at Brockport initiated a comprehensive review of its undergraduate general education program. The Task Force of 1976-77 articulated a set of goals for general education and, as a result, found the liberal arts core "seriously deficient." Subsequently, the 1977-78 Task Force continued the review process with the purpose of developing a program more likely to result in effective general education of Brockport's students.

Last spring a new curriculum was approved by the Faculty Senate and the college administration. It consists of five components:

1) Dimensions of Liberal Education: A one-credit course required of all Brockport students entering in the fall of 1980 or later, DLE will involve students in a consideration of the nature, purposes and scope of a liberal education, this providing both a rationale and context for the entire General Education program. In addition, the DLE experience will introduce students to the resources and services of the college, focus on the improvement of study skills and provide an initial forum for academic planning. The DLE instructor will serve as his/her students' advisor until they have formally declared a major.

2) Communication Skills: Most students will be required to take a two-semester sequence focusing on writing, speaking and critical thinking skills. Students with serious basic skills deficiencies will in addition complete a prior "pre-threshold" course in the fundamentals of writing, while those with already well-developed skills may waive the requirement.

3) Quantitative Skills: For the first time, the college will be requiring work in math and statistics in order to pass a competency exam in this area. The type and amount of course work will depend on students' previous work.

4) Breadth Component: As the intellectual heart of the General Education program, this segment will require students to take 2 courses in each of 4 conventionally defined areas: Social Science, Natural Science, Humanities and Fine Arts. At least one of these 8 courses must involve a substantial exposure to non-western, third-world or developing societies. To help ensure that these courses will be designed and taught for the General Education student, each academic unit of the college is limited to four offerings. Furthermore, all such courses must be screened and approved by a college-wide faculty body, this placing the locus of academic control beyond the department level for the first time in many years.

5) Contemporary Issues: Students must take one course focusing explicitly on major issues or problems of contemporary significance. A primary purpose here is to develop the students' abilities to identify relevant elements of enduring human significance, to understand various and perhaps conflicting views on the subject, and to formulate and articulate their own positions on controversial matters. These courses will normally fall in the junior and senior years and carry upper level credit, thus extending the general education function into the final two years of the undergraduate experience.

Brockport's program, then, embodies a variety of curricular features including an orentation to college course, basic skills instruction, a modified and more limited distribution component and an upper level general education experience. Thus it goes beyond simply tightening distribution requirements as it seeks to restore a measure of coherence to the curriculum.

The program has achieved its own identity at the faculty level through a college-wide General Education Co-ordinating Committee and at the administrative level in the position of the Director of General Education who reports to the Provost. The structural changes coupled with a more distinct curriculum will hopefully enable the General Education program at Brockport to convey to its students the liberal arts knowledge and skills appropriate to an undergraduate experience.

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THE GENERAL LIBERAL EDUCATION PROGRAM AT SUNY AT FREDONIA

Hal Cantor suggested several weeks ago that I could have ten minutes to answer three questions about our new general/liberal education program at Fredonia: Why did we make a change in our general education requirement? How is the new program working? How does the new general education program effect transfer students from community colleges? Let me give you short answers to each of the questions; there's not world enough and time for the long answer – probably from any of us here today who have been involved in the philosophical, political, logistical, and disciplinary debates and issues of changing from one form of general education to another structure.

Why did we change? In the first place, we have not changed from the General College Program, which is a distribution requirement among the three academic areas – humanities, social sciences, sciences – constituting 30 semester hours of course work. Instead at Fredonia, we have developed an alternative program for students – students make the choice. The principle of the former is general education, insuring that students experience various departments and disciplines; the emphasis on the alternative is liberal education, constituted by a structure of courses designed to develop communicating and reasoning skills and to put these skills to work in an examination of basic cultural assumptions. Students are then exposed to current societal problems with which they will be involved for the rest of their lives. The fundamental reason for developing the alternative general education program, apart from our habitual dissatisfaction with whatever we happen to be doing and our insatiable capacity to tinker, is that many faculty believed that the general college program was too successful in its generality: it lacked focus, direction, rationale, integrity and discipline. The freedom of choice it seemed to provide for students was an illusion, encouraging students to select courses according to the tyranny of schedule, convenience, and ease. The distinctions among the disciplines, many believed, were arbitrary; hence the distribution requirements provided students with little more than an obligation to fulfill, before they could get on with the major. Furthermore, the members of the general education committee, after years of thinking, believed that the benefits of general education were not contrary to the principles of liberal education – that both might be accomplished in a total program, if that program combined choice of courses for the student, skills development, close and continuous advising

between students and faculty, cooperation and conversation among faculty participating in the program, and agreement of both students and faculty that each was capable of liberating her/himself from prejudice toward a gently structured program and the safety of departmentalization. In short, we believe that the program which is briefly described in the document I have distributed to you [see below] is a useful alternative, if not a substitute, for the general college program of distribution requirements among the traditional areas of the academic setting.

OVERVIEW OF THE GENERAL–LIBERAL EDUCATION PROGRAM

Trial Format 1979/80

DISTRIBUTION SCHEME: Like the present General College Program, the GLEP involves a distribution requirement to insure an appropriate breadth of coverage. Courses chosen to complete the requirements of Part II will be categorized according to the following divisions:

DISTRIBUTION A: the physical and natural world – courses dealing with what we know and understand about natural objects and systems and with the limitations of that knowledge. Such courses would be offered generally, but not exclusively, by the physical and biological science departments.

DISTRIBUTION B: human expression – courses dealing with human expression in both its material and non-material forms. Such courses would be offered generally, but not exclusively, by the humanities and fine arts departments.

DISTRIBUTION C: human behavior and systems – courses dealing with what we know and understand and with the limitations of our knowledge about human behavior and the various social, economic, political and cultural systems for organizing that behavior. Such courses would be offered generally, but not exclusively, by the social science departments.

Part I: General Skills Requirement

GS 101/102: Two courses (6 hours credit) required of all students during the first semester of the freshman year. These courses seek to develop general skills essential to successful college work and later life, i.e., effective writing, analytical skills and problem solving.

Part II: Liberal Educational Experience

The core of the program is based on the idea that educated persons are those who continually reexamine the basic assumptions upon which are based their personal belief and value systems and those which prevail in our culture.

GS 131, Introduction to the GLE Program (a mini-course of 1 credit, required of all 1st semester freshmen). This course is designed to introduce students to the program and the problems and objectives of general education. The instructor also serves as GLEP advisor, so the intro course feeds into program design.

Set 1, Analyzing Basic Assumptions: Students select a theme group and take at least three courses relevant to the theme, one from each distribution area (7–9 hours). Students choose these courses from a list of 18–24 relevant to their theme. To facilitate integration, each semester students will also register for GS 231, Symposia, in which all students and faculty participating in a theme group will meet jointly. Ideally, students would take all three courses in the same semester, but many students will be limited to one or two courses per semester. This set should begin in the 2nd semester, freshman year.

Set 2, Challenges of the Modern World: Structurally this set is organized like Set 1, except that students are required to take only 6 hours of courses from at least two distribution areas. Students would begin this when completing Set 1 and should complete this set during or before their junior year.

GS 331, Commencement Exercise: This course, probably in seminar format, will include a culminating exercise requiring students to analyze their educational development and personal goals for continued growth. The course should be taken during the junior year.

Part III: Personal Educational Objective

Students develop and pursue one personal educational objective, which is subject to approval. For advice, there is a list of approved, recommended objectives. To insure breadth of educational development, the objective chosen may not be a requirement for the student's major. Exceptions and accommodations may be made for students with double majors. Total: 9 hours.

How is the program doing? The program is limping along pretty well, I think. Data we have collected suggest that students who have opted for the program have higher grade-point averages to date; at the same time, students in this program – it is affectionately called the GLEP alternative, giving rise to all sorts of derisive comments among faculty who oppose it – students in this program seem to be staying at Fredonia rather than dropping out or transferring to greener campuses. On the other hand, many faculty, particularly those not directly involved, see the program as not simply complicated but byzantine, impossible to understand. The task of scheduling a general education alternative in an institution where departmental loyalties are strong is herculean; yet, in spite of computer registration, it can be accomplished. Of particular significance, in my judgment, is the very positive effect the program has had on faculty, breaking down departmental barriers, stimulating new courses, creating a reason for interdisciplinary activity among faculty and students. The administration at Fredonia has supported the program with released time, faculty development, student gatherings, travel to conferences such as this one. Support, if not generous, has been adequate. We are presently in our second year of experimentation with this program. No student has yet completed it since we have urged students to continue the liberal education experience for at least five semesters and even six, if necessary, rather than to get it out of the way during the first two years. This arrangement has created problems for some students in particularly demanding majors – music, fine arts, pre-professional programs in engineering, medical technology and so on. We have discovered as well that students who become armed with the skill of argument analysis and critical thinking are not loath to aim their weapons at the program which provided them. And this is refreshing if a bit frightening. There are numerous other problems and successes I might mention, one of which changes my original answer to this question: the program limps along pretty well, is meeting challenge, has been forced and encouraged to make modifications, will not suit every student's needs, is not needed by every student, will not accommodate to every faculty person's schedule, disposition, or educational ideal. It has been enlivening both for students and faculty. One problem I should mention, however, before I stop, is that young, untenured faculty, and some of them have been the life blood of the program – have suffered because of their participation in this problem, as they have courageously ventured out from under the protection of departmental shelters. To our shame we have yet to solve this problem satisfactorily.

How does this program affect transfer students? At the present time, we have not designed a way in which transfer students from community colleges may enter the General Liberal Education Program. Conferences such as this one may provide the necessary articulation so that transfer students may, if they wish, exercise this choice. We hope that anyone considering modification of general education at his/her institution will give this model attention – and we will be happy to describe it in detail for so long as we can hold your attention. In my judgment, though, the chief benefit of this program is that it has opened up the minds of faculty, the doors of departments; it has scaled the walls of some disciplines and in these troubled times emancipated many faculty from the despair that blows out of Albany from time to time so that they are able to focus on teaching and learning – and that benefits every student who comes to Fredonia.

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GENERAL EDUCATION AND THE FEDERATED LEARNING COMMUNITIES

Participants in this conference on general education have been asked to address two questions: (1) Why is our curriculum being revised? and (2) What basic structures have evolved in the revision? For the Federated Learning Communities (FLC) at Stony Brook, answers to both questions are unusual if not unique. After answering these two questions, I will offer a few brief observations on the implications of FLC for general education.

A. 1. With respect to the first question: despite inclusion in this conference on general education, FLC did not begin as a movement toward general education. FLC grew out of a two-year Institutional Self-Study, regarded by many as the most honest, fundamental and self-critical analysis ever conducted by a major university.[1] In the portion of that self-study devoted to undergraduate education, fundamental problems were explored in terms of the concept of mismatched expectations, i.e., the differing beliefs and attitudes of faculty and students as to the nature of undergraduate education. Time does not permit a re-statement of that rich phenomenology of expectations.[2] We can only note here that the mismatch was severe and that it evolved into newly adjusted expectations and patterns of behavior patently at odds with the aims of the university. Three such outcomes, ones which we have subsequently found are by no means unique to Stony Brook, are worthy of some attention relative to the first question of this conference.

a. When students' expectations as to meaningful education are frustrated, day to day life in the university and the curriculum itself are experienced as *arbitrary*, i.e., they make no sense. Worse yet, for many students the experience is perceived not only as senseless, but as unhelpful and even demeaning. In my judgment, student discontent with higher education is at least as widespread and perhaps more profound than it was in the sixties. Survival-motivated conformity and the absence of a shared focus for student discontent make the discontent less visible. Nonetheless, the discontent is there.

One way of gaining access to the discontent is through rock music. One of the three or four most popular groups in America is Britain's Pink Floyd. In their frighteningly popular and highly emotional concerts, they build a wall around themselves, a symbol of what schools and parents and adult society

is doing to them. In the furious, almost orgiastic conclusion of their concerts, they tear down the wall as they chant defiantly,

"We don't need no education!
We don't need no thought control!
No dark sarcasm in the classroom!
Teacher! Leave us kids alone!"[3]

b. A second destructive adjustment to the mismatched expectations was an avoidance of interaction, a disturbing lack of engagement that made it possible and even probable that a student would pass through four years of education without ever being called upon to develop a personally meaningful idea and without ever having such an idea challenged or expanded. So much of what passes for faculty–student interaction centers around an end-of-semester term paper which is almost never the basis for sustained conversation with anyone, faculty or student.

c. Academic experience in the multiversity has become extraordinarily *privatized*. Writers like Richard Sennett and Christopher Lasch have highlighted such privatization in American culture at large, but the phenomenon has not been explored in higher education. Though severely at odds with the self-image of higher education, there is very little of a *public* dimension to academic experience, most especially for the undergraduates. They are robbed of the educative pressures that might result from participation in a richly diverse, highly interactive community. Growth is operatively defined in highly individualistic terms.

The basic categories of Stony Brook's analysis, then, were not the ones familiar in the general education movement, i.e., hyper-specialization, excessive student freedom and curricular incoherence. Grounds for such description could be found, to be sure, but the basic category of the Stony Brook analysis was that of *social atomism*, i.e., a lack of obvious and experienced *relation* among the specialized courses, among the persons teaching those courses and among the students taking those courses. In light of that analysis, we saw the need for new structures of association, ones that would be transgenerational (thereby addressing the mismatched expectations of faculty and students) and capable of providing a guided introduction to the exercise of freedom in a supportive but pluralistic environment.

2. In the curriculum revisions which followed upon this analysis, four structures were moved into place. Perhaps two or three of these structures, you may recognize, have been tried in isolation elsewhere. But the cluster of four – pretentious as this claim might sound – constitutes a new and unprecedented conception of undergraduate education, a vital and engaging learning environment.[4]

a. The first of the four structures is a *federation* of six disciplinary courses into two consecutive integrated semesters. The courses, already existing offerings of the immense Stony Brook catalogue, address one dimension of a pressing contemporary problem. For example: courses from the department of biology ("The Ecology of Feast and Famine"), economics ("The Economics of Development"), history ("The History of Latin America"), psychology ("The Psychology of Eating and Drinking"), philosophy ("Contemporary Moral Problems") and sociology ("Social Change") are federated to address the problem of World Hunger.

There are many consequences which follow upon federation. Six deserve brief mention:

(1) The mere act of federation around a contemporary theme decreases the perceived arbitrariness of the curriculum in ways that continue

to amaze us. We now see even more clearly than before that the use of the single atomistic course as the unit of instruction courts unintelligibility. It is too difficult for the student to understand the language, to relate to an isolated discipline abstracting a tiny part of the world, and to make connections between that activity and his/her own experience of the real world. When you put the disciplines back together again and have them relate around that which they share, *viz* the problems of the world in which we live, in those circumstances it becomes downright obvious what the disciplines are and how they relate to each other.

(2) The federation of six courses over a two-semester span becomes in effect a microcosm of the university's potential. The student is being gently introduced to the university's resources. After the experience in FLC, the student is able to effect his/her own integration of the university's resources.

(3) Sometimes the federated courses are in intellectual conflict with each other. It is very important for the students to see this. Simplistic conceptions of the relationships of the disciplines are destroyed. While great areas of complementarity exist, the disciplines often call the work of other disciplines into question, as when someone from literature accuses a colleague of psychologizing a problem or when a philosopher questions the wisdom of an engineer's research on the totally implantable artificial heart. In the problematic areas addressed by FLC programs, there are no unquestioned experts. Students perceive that they themselves cannot wholly rely upon the experts and they themselves must become active researchers and choosers.

(4) Fourthly, FLC programs always involve courses from the natural sciences. General education which excludes the natural sciences, in my judgment, is misguided. Most of the major problems of our time cannot be understood without adequate background in the sciences. People from the humanities, I believe, often fall into the self-serving error of supposing that we are the protectors of humane values to which most other disciplines are blind. Our experience in FLC suggests that there is as much concern for human values in the sciences as in the humanities; and that there is as much rigidity and value-blindness in the humanities as in the sciences.

(5) Relatedly, the use of already existing courses protects FLC students from another trap, *viz* the creation of a small and cozy enclave unrelated to the large and often impersonal world of the multiversity. FLC often federates the largest courses in the university: Psychology 101, for example which enrolls 1200 students a semester, and Biology 101 with 600. The kind of academic community which FLC is attempting to create, as you will see more clearly in a moment, involves a dynamic of the large and the small, the impersonal and the personal. FLC students do not look upon the rest of the university in discontinuous or hostile terms.

(6) Lastly, and very briefly, the federation creates the possibility of shared experience for faculty and students. The faculty understand (say) the problem of World Hunger in the perspective of only one or two disciplines. The students study the problem in the perspective of six. Gradually, they come to see each other in collegial terms.

b. The second major structural innovation is a Meta-Seminar or Program Seminar that is built upon the three federated courses of each semester. That Seminar, open only to those students enrolled in the three federated courses, has no independent content of its own and no reading material additional to those courses. In once-a-week meetings, the students are given assistance in relating the three federated disciplines, seeing conflicts and complementarities, learning to utilize diverse interdisciplinary resources in an independent exploration of a problem.

Registration in any section of the Meta-Seminar may not exceed forty students. This is the dialectic of the large and the small referred to previously. In the Seminar, students receive an uncommon amount of attention and feedback. Because the size is manageable, it is there that they feel most engaged; and it is there that they gain the most concentrated experience of being part of a community, an academic and then an extra-academic community as well.

c. The third structural innovation is a new kind of teaching professional called Master Learners (when they are full-fledged Stony Brook faculty) and Mumford Fellows (when they are advanced graduate students). The ML's and the MF's take a one-year leave from their primary area of expertise and literally become students again. They go to classes, write examinations and term papers, and receive grades. Their only teaching obligation in this period is in the Meta-Seminar where they provide their co-students with guidance and support in their mutual studies. Frequently, the ML/MF's give feedback to the federated faculty that significantly improves instruction. The ML and MF are, among other things, mediators and translators of the diverse expectations of faculty and students.

d. The fourth innovation is a Core Course, team-taught by the six federated faculty. In this course, the most explicit attention is given to the theme of the program and to the nature and interrelationship of disciplines. In FLC's program on "Technology, Values and Society," for example, the faculty chose the topic of rock music. The philosopher illustrated the difference between patterns of sound in rock and classical music. The sociologist talked about the structure of power in the music industry. The professor of literature spoke of the significance of rock festivals in relation to other spectacles of American culture. In some FLC programs, the Core Course meets once a week and precedes all the federated courses as introduction and overview. In others the course meets once a month over three semesters, preserving flexibility to address issues as they arise.

B. At Stony Brook, FLC is one of several ways of fulfilling mandatory distribution requirements. It is also a way of obtaining an academic minor or the set of courses related to one's major, both required by several large departments. Now and for the foreseeable future, a year or even a semester in FLC is not required for the Stony Brook degree.

FLC began in 1977 with just twenty-four full-time students. We now enroll well over 100 and expect to reach 250 in the Fall of 1981. As particular programs repeat, new faculty are federated, enabling us to move toward communities of twelve to eighteen professors around each theme. When we reach that point we will have capacity to offer several highly coherent programs as our general education component.

As I conclude this paper, I would like to share three observations about FLC as it relates to the general education movement.

a. The first observation concerns the goal of our efforts, in other words how we would define the liberally or generally educated person. The skills appropriate to a generally educated person would be defined as those appropriate to participation in modern democratic culture. Educated persons of this mold are accomplished in one discipline and understand its strength and its weaknesses, most particularly the inherent partiality of its viewpoint. They have moved from passivity to active moral commitment in a relativistic world. They have immersed themselves in a communal interdisciplinary study of one problem of social magnitude and have learned thereby the value and indeed the necessity of seeking many and diverse perspectives. They have mastered the systems of access to those perspectives. They have developed skills and understanding in integrating perspectives. They will themselves be able to conduct with their fellows

and to contribute their own expertise to subsequent social issues as the need arises in their lives. Tolerance of ambiguity, empathic understanding, a sense of partiality, openness to growth, to dialogue in plural community – all these things have been deeply experienced and become so important to them that a communal inquiry is a major source of joy in their lives.

b. A second implication for the general education movement: I think that our approach makes it possible to see that it is not necessary to go through the terribly difficult intellectual and political process of trying to get an entire faculty to agree on what everyone should know. FLC creates multiple centers. Around the problem of technology, the faculty agrees that everyone should read Mumford and around the problem of world hunger, everyone agrees that people should read Goulet. But you can by-pass that enormous political problem of trying to get everyone to agree on what everyone should read. And because the programs are non-permanent, re-cycling with different people every two years, there's no necessity of pork-barreling with this department and that department.

c. Lastly I think that FLC enables us to see that specialization is not "the enemy." Specialization is a natural starting point. Part of what it means to be modern is to have developed a specialty. Epistemologically, pedagogically and organizationally, "the enemy" is the absence of relationship between specialized knowledge and other knowledge which bears upon it. In a vital interacting community with people who have specialized functions, the liberal value of specialization becomes apparent. The focus of reform efforts, in this perspective, should thus be shifted away from creating generalists to the task of creating vital academic communities.

Footnotes

[1] The first report of the Institutional Self-Study was entitled *Stony Brook in Transition* (1974). The study was initiated and chaired by Academic Vice-President Sidney Gelber and drew upon the efforts and resources of over 100 faculty, students and administrators.

[2] One of several follow-up reports of Stony Brook's Self-Study was devoted exclusively to undergraduate education. That report, written by the author of this article, was entitled "The Eclipse of Academic Community" (1975). Generalized from its Stony Brook context, the report appeared as "The Incomplete Revolution: A Re-Assessment of Recent Reforms in Higher Education" in *Cross Currents* (Vol. XXIV, No. 4, Winter 1975), pp. 423-443. That article explains and elaborates the concept of mismatched expectations, seminally developed by Laing, Phillipson & Cooper in their *Interpersonal Perception* (London: Tavistock Publications, 1966). and applies it in a lengthy analysis of undergraduate education.

[3] Lyrics by Roger Waters of the Pink Floyd group. Anti-education songs, of course, are not new in American rock music. What is new is the level of intensity and disaffection, and the political consequences. Many radio stations have refused to play the album. Professional educators have felt compelled to write responses to the song. Schools have been disrupted by students chanting the song. And in South Africa, where the song was adopted as the theme song of the national student strike, the song, the album and the group have been banned.

[4] Several chapter-length studies of FLC's unique structures will appear in the next year, the most complete of which is my "Curriculum as the Infrastructure of Academic Communities" in Hall & Kevles (ed.), *Towards a Curriculum for Today* (publisher uncertain).

Global Perspectives in General Education

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The renewed interest of the State University of New York in general education is a very gratifying development to one who has advocated for it a significant role in the curriculum for more than twenty-five years. It was in 1954 that I joined the faculty of the then Hudson Valley Technical Institute, a year later becoming chairman of its Division of General Education. The late fifties saw the SUNY two-year community colleges struggle with youthful vigor to define general education and to introduce it to students who were coming to those institutions for occupational training at the technician and paraprofessional level.

We, too, organized a General Education Association for the Community Colleges, and held several annual meetings in the Albany area before our energies were diverted by the demands of the explosive enrollments of the sixties. With the Harvard Report (*General Education in a Free Society*) and B. Lamar Johnson's works to guide us, we wrestled with issues of training vs. education, general education as distinguished from liberal learning, citizen education in technical institutes, the specifics of curriculum content, requirements vs. electives, etc.

Our conclusions were few, but I am confident that those meetings of the late fifties served a consciousness-raising purpose and gave inspiration and determination to otherwise beleaguered generalists who constituted a small minority in institutions dominated by occupational educators and specialists.

Based on my twenty-six years of continuous association with the SUNY two-year colleges and my resultant familiarity with their academic programs, I believe that we have never lost sight of those early discussions and that as a consequence general education did not fall to the level of neglect that was to be its destiny in some colleges and universities in the last two decades.

Thus, our two year colleges may be singularly fortunate in being prepared for the challenge of general education in the closing decades of the twentieth century. They may even be strategically placed to guide, prod, and outstrip their senior college colleagues, who are badly hobbled by the burdens of specialization and the trivialization of learning. General education constitutes both an opportunity and an urgent obligation for community colleges in the United States today. On occasion I remind my New York community college associates that what we do can make a substantial difference in American higher education. New York is still a pacesetter. SUNY units acting in concert can have a major impact on what actually happens to millions of American students. I applaud the initiatives being taken by Harold Cantor here at Mohawk Valley Community College and am delighted that SUNY Vice Chancellor James Perdue is a sponsor of and participant in these deliberations.

Today the centrality of general education for all citizens in a viable democratic society is undeniable. And by extension we may rightly declare that such education is central to a global community reaching for humane values and the rudiments of justice, literacy, health, and political participation.

We need hardly be reminded that post-World War II developments have created a vastly new setting for humankind. The emergence of perhaps a hundred additional nation-states through de-colonization has greatly altered the stage on which diplomats conduct foreign policy. Technological advances in communication and transportation have created the global village, at least in seedling form. Computers and satellites have made a world money market almost instantaneously responsive to both real and imagined economic and financial developments all over the planet. A world population of over four billion people, more than double the population of 1930, is threatening to destroy the delicately balanced ecological systems which yield the food, fibers and mineral resources which sustain us. Ecocatastrophe is a recent addition to our vocabulary and suggests an ominous prospect which gives rise to anxiety and overt fear.

Nation-states frantically pursue security by reliance on sophisticated weaponry. The elites of some states direct the weaponry more against their internal political adversaries than against other sovereign states. The annual cost of military equipment now approximates $450 billions, with the U.S.A. and Russia accounting for more than 60% of the world's total. While the costs of arms mount, our sense of security diminishes. We seem to be caught on a treadmill of futility. Gerald and Patricia Mische in their book *Toward a Human World Order* refer to the trap as the "national security straightjacket," a circumstance providing the motive power for political oppression, inflation, reduction of needed social services, intense trade competition, and heightened possibilities of nuclear conflict.

Therefore, when we consider the content of general education in our colleges and universities today we must assign a very high priority to global perspectives.

Aleksandr Solzhenitsyn in his Nobel Laureate Lecture observed "... all *internal* affairs have ceased to exist on our crowded earth! The salvation of mankind lies only in making everything the concern of all. People in the East should without exception be concerned about what people are thinking in the West; people in the West should without exception care about what is happening in the East."

And Willy Brandt echoes Solzhenitsyn's plea. As chairman of the Independent Commission on International Development Issues, he writes in his report, "It is our own ambition to enable ordinary people to see more clearly how their jobs and their daily lives are interlocked with those of communities at the other end of the world. We are asking them to think things over, to be sensible and act humanely and thus help secure a common future." He continues, "And we are convinced of the great role education has to play; a better knowledge of international, and not least North-South, affairs will widen our views and foster concern for the fate of other nations, even distant ones, and for problems of common interest."

Harvard's Dean Henry Rosovsky, in introducing his effort to revise that institution's undergraduate general education program, stated that colleges are obliged to help their students understand, at least be aware of, the problems that they are likely to confront in the following twenty-five years of their lives. Accepting Rosovsky's premise, we who are concerned with the design, content, and methodology of general education must direct much of our attention to emergent problems.

General education worthy of the name must be grounded in reality as best honest and humble teachers can define it. When global linkages are all around us, when our interdependence is manifest, it does no good to deny the fact. Rather it is dangerous to do so. For example, it is to court catastrophe for Americans to believe that we are self-sufficient in petroleum. Yet only three years ago about fifty percent of respondents to a poll thought we were.

Behavior unrelated to a commonly experienced reality can be psychopathological. When it characterizes a society, it is sociopathological. Elise Boulding's comment in the March 1979 issue of *Alternatives: A Journal of World Policy* supports my point. Recognizing the abysmal ignorance of American citizens relative to Third World countries, Boulding notes:

> The North has lived in a condition of social autism since the beginning of the colonial era. Social autism is the condition in which one communicates only with oneself and takes in no information from the outside world except what already fits the inward image. The North has, until now, been able to impact the South enormously without interrupting its own unhearing monologue and has used the enormous energy at its disposal as autistic beings do, simply in self maintenance. Yet, in fact, this autistic being has been in a relationship of close interdependence with the South from the beginning of colonialism.

What Boulding is saying is that we are not, and have not been, listening to the rest of the world. That is a pathological condition, and there is evidence of it in some reading which I've done recently. People have picked up the significance of a TV commercial that has helped to sell cars these past few months. The theme is – "Stand Tall America." You may have seen it. The voice suggests General Patton's as portrayed by George Scott in the movie "Patton." The big American flag, all the red, white and blue are there. The voice appeals to our in-group impulses to "buy American," to be loyal. There are obvious dangers in ultra-nationalistic approaches to our problems.

We know enough about the stresses which societies feel when coping with inflation and recession. We know what can happen. What we're talking about is a very serious matter. Societies under stress, societies that don't deal with realities as they are, engage in irrational behavior. Tyranny from the left or right is repugnant to the values guiding American higher education. Failure of our institutions to help our student-citizens comprehend the reality of our times could have dire consequences for humankind. In his *Mission of the University* Ortega y Gasset warned us fifty years ago of what can happen when institutions of higher learning fail to address the larger issues which bear upon society.

I should like to note briefly several aspects of the reality which will demand our attention in the closing years of this century. First, it must be understood that in international politics we have passed beyond the superpower age when two, three, or four nation-states could dominate the regions of the globe and work out a *modus vivendi* aimed at securing a precarious balance of power and a resultant absence of hostilities. Today with more than one hundred and fifty independent countries caught in a web of political, economic, and ecological interdependence, no single nation or combination of nations can unilaterally control the course of global affairs. Americans came to believe in the past forty years that for every problem in international affairs there was an American solution which would serve our national interests. Today we are reluctantly learning that many problems and conflicts will not yield to American solutions. The Iranian hostage situation, OPEC oil pricing, the Israeli-Palestine issue, and the Nicaraguan revolution are reminders of our impotence. The USSR is learning a similar lesson, one that Britain, France and Japan have already grasped.

Secondly, the strains which population growth and industrialization have placed upon the planet's biosphere call for the collective attention of the governments of the world, professional organizations, religious groups, other non-government agencies, and private citizens. We have good reason to believe

that the global per capita productivity of each of the four natural systems supporting human life has peaked and is now declining in output. A study by the Worldwatch Institute in 1979 reports that these four systems of renewable resources (forests, fisheries, grasslands, and croplands) are in jeopardy. These facts may portend the future.

1. Forest productivity as measured by cubic meters per capita per year peaked in 1967 at .67 cubic meters.
2. Productivity of the globe's fisheries peaked in 1970 with 19.5 kilograms of fish per capita for the year.
3. Using wool, mutton, and beef as measures of output from the grasslands, we find that wool peaked in 1960 at .86 kilograms, mutton in 1972 at 1.92 kilograms, and beef in 1976 at 11.81 kilograms.
4. Croplands productivity peaked in 1976 with 342 kilograms of cereals per capita for the year.*

These ominous trends cannot be ignored by governments, colleges, industry, or individuals.

Nor should we lose sight of the fact that the world's population has more than doubled since 1930, going from two billion to four-and-one-half billion today. Increasing unemployment, especially in underdeveloped countries, seems to be chronic with no relief in sight. The disposal of toxic wastes, chemical and nuclear, threaten our environment.

For those of you who may understandably object to alarmist rhetoric, I urge you to read *The Twenty-Ninth Day* by Lester R. Brown. It constitutes an informed and responsible analysis of many of the forces threatening our ecosystems.

Already mentioned is another significant aspect of the new reality, i.e., the costly and futile arms race which not only intensifies insecurity but also fuels inflation, protectionism, and various forms of irrational nationalism.

Finally, the aspirations and expectations of the developing and underdeveloped nations of the world can no longer be ignored by the industrialized countries of the northern hemisphere. The voices calling for a New International Economic Order insist on being heard. And our common humanity will not permit us to ignore a commitment to social justice, health, education, and political participation within the limits of a sustainable economic system. The Brandt Commission's recent report on the North-South relationship appeals for an enlightened and generous collaboration among the people of the two hemispheres. Alternatives to such collaboration hold little promise for humanity's survival at a reasonable level of civilization.

Ever concerned that busy educators will retreat into the familiar and reject the imperative for global education, I should like to call to your attention the recent book by Barbara Burn, *Expanding the International Dimension of Higher Education*. Ms. Burn writes with considerable authority since she served under James Perkins as the chief staff person for the President's Commission on Foreign Languages and International Studies. Of course, the Commission itself urged greater emphasis on international studies.

The American Association of State Colleges and Universities has also been advocating a deeper commitment to this area of the curriculum. Maurice Harari of the AASCU staff has provided some notable leadership for us.

* World Watch Institute Paper #29 (May 1979)

Within the American Association of Community and Junior Colleges interest in international and global studies has grown in the past five years. The AACJC's International/Intercultural Consortium under the staff direction of Seymour Fersh and Becky Jacobsen is an important resource for interested faculty and administrators. As many of you know, Rockland Community College President Seymour Eskow was instrumental in organizing the I/IC.

You should also be aware of the Education and World View Project being undertaken by the Council on Learning and George Bonham, editor of *Change Magazine.* It is a three-year project funded principally by the National Endowment for the Humanities. Its purpose is to introduce global perspectives into the undergraduate curriculum. Those of you with a special interest in this facet of general education should become familiar with the Council's program. It could prove to be a valuable resource for you.

In concluding these observations, I wish to become somewhat more specific in my reference to "global perspectives in general education." I am not talking about simply exposing students to things international. I am not talking about foreign language study although that may be encouraged. I am not talking about travel abroad programs although they may be useful. I am not talking about courses in the great religions, or courses in Chinese history, or area studies although again these may be helpful. No, I am speaking of learning experiences which start with a planetary view. If the realities of political, ecological, and economic interdependencies are global, then our curriculum should not be hampered by the imposition of irrelevant national boundaries or restricted by the abstractions of geographic regions. Unforunately the cartographer's typical representations do not reflect the dynamics of a planetary system.

As educators, our task is to encourage and support holistic, global approaches to our problems. Education which is out of touch with reality is dysfunctional, wasteful, and dangerous.

Again, may I cite the work of a distinguished scholar to support my position. The recently deceased Barbara Ward published *Progress for a Small Planet* last year, a book I commend to you. In it she wrote,"the planet we are creating is one in which no nation, no race, no culture, can escape a truly global destiny. There is choice about that fact. The only choice available is to recognize it and to do so in no time."

Also, a few courses for a few students will not be an adequate response for our colleges. If we are going to make an impact upon how Americans perceive reality, practically all of our students must be reached. Although we have not succeeded yet, our goal at Monroe Community College is that each and every one of the 10,000 plus students coming to the campus each year will be encouraged in one or more ways to see this earth of ours whole and to understand the meaning of Solzhenitzyn's words when he wrote,"all internal affairs have ceased to exist on our crowded planet."

Clearly global perspectives must be infused into nearly all of our courses; they must permeate the curriculum. To be successful in such endeavors, we must direct imagination, energy, and resources to faculty development. Our teachers will need much help, but it has been my personal experience that many instructors will respond enthusiastically because they will grasp quickly the importance of and logic in global perspectives.

The emphasis must be on faculty development, not junkets abroad for administrators. The costs do not have to be prohibitive. Some travel, both in the U.S.A. and abroad, will be helpful. But much is being written these days by outstanding educators such as Dennis Pirages, Harlan Cleveland, Richard Falk,

Saul Mendlovitz, Victor Ferkiss, Stanley Hoffman, Lester R. Brown, Elise Boulding, René Dubos, Jeremy Rivkin, and many others. Diligence in the pursuit of materials to guide interested faculty will surely yield adequate resources. Many associations and organizations are now emerging to provide materials and consultant services. Inquiries to the ACE, AASCU, and the AACJC may be used as a first step by those wishing an introduction to the field. However, a caution is in order. Global perspectives education as discussed here is not identical with international education. The latter has many dimensions. And within higher education the priorities and emphases change from institution to institution, from department to department.

Being forewarned, the most important decision for each of us is to take a forward step in our own institution. There is an urgency about global perspectives education which can hardly be exaggerated.

Educational Gerontology in Community College Programs

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Peterson has recently defined "educational gerontology" as "the study and practice of instructional endeavors for and about aged and aging individuals." [1] Within this definition are contained three specific tasks toward which educational gerontologists are currently directing their attentions: the design and offering of educational experiences for older adults, the offering of programs for lay audiences about the aged and the aging process, the structuring of academic training programs for persons planning to enter into professional or paraprofessional services for the elderly. Recent literature suggests increasing activity in all three educational domains; however, the emphasis within the present article will be on programs falling into the first category.

While an ever-increasing number of educators appear to be familiarizing themselves with problems and programs in educational gerontology, older

FIGURE 1 – VIEWS OF AGING IN OUR SOCIETY

MODAL PATTERN	CHARACTERISTICS	BASIC ATTITUDE
1) Rejection	Segregation; mandatory retirement; poverty; neglect family abandonment	Repression, avoidance
2) Social Services	Transfer payments (welfare, social security); professional care; senior centers	Social conscience
3) Participation	Second careers (employment or volunteerism); senior advocacy; autonomy	Social integration, "normalization"
4) Self-actualization	Individuation, psychological growth, and self-transcendence	Wisdom, ego-integrity
5) Cultural Resource[1]	Role models, active participation in our culture – the Elder role	Generativity, sharing: wisdom, skills, perspective

[1] Thanks to Sallie Hume

individuals remain conspicuously absent from the classroom. This paper will attempt to identify some of the barriers which inhibit a fuller involvement of old people in the educational system. In addition, two theoretically distinct positions will be suggested which offer some insight into the dynamics of educational involvement for the aged student. Finally, some specific ideological and practical suggestions concerning the potential role of community colleges in the education of the elderly will be presented.

In an article appearing in the first issue of *Educational Gerontology: An International Journal*, Moody[2] has identified four "ideal types" of societal attitude-clusters which characterize a society's orientation towards the elderly and education of the elderly, to which I have added a fifth type. These categories are arranged hierarchically in order of increasing sensitivity to the problems of the older individual and make specific the presuppositions inherent in educational institutions and the programs they generate. The five types also define a stage theory of educational development corresponding to the historical evolution of attitudes and public policy surrounding education. Figure 1, adopted from Moody, summarizes these five modal patterns for the treatment of the aged. Each modal pattern implies a position with respect to the education of the elderly. Stage one suggests that there is no rationale for the education of older persons. Placed in the rubric of economic utility or human resource accounting, any investment into the education of elderly is a waste of time and effort. The implicit assumption is that the instrumental value of education is in training for the future, and since the future of an old person is minimal, there is a reduction in payoff. Although this perspective seems cold and inhumane, Moody maintains that it still dominates the thinking of organized labor and management in this country. (This author has encountered similar sentiments within the "enlightened" walls of academe.)

The second stage, social services, is typified by a liberal society trying to compensate for the injustices accrued under the first stage. The ideology of the welfare state is that any unmet need requires the intervention of public policy. An insidious residual of this philosophy is the generation of patient-to-doctor dependencies among the recipient clients. Educationally, this approach is fostered through the well-meaning but misdirected academician who assesses the needs of the aged and proceeds to structure a program designed to fill the gap. Being placed in the role of recipient-of-services increases the passivity of the dependent, lowers his self-appraised competence and reduces his status as a human being. Often prescribed educational activities are little more than busy work, such as arts and crafts, which serves to further alienate and separate the elderly from the mainstream of activity. The societal attitudes which reinforce this type of educational regime include the attitude that the elderly should keep busy and, at the same time, the suggestion that they take it easy. The result is that neither they nor society at large take the educational pursuits of the elderly very seriously, nor do they value the elderly as worthwhile, and again this fosters the conclusion that the elderly are primarily consumers rather than producers.

The third stage, participation, proposes to cure the pathology of aging by means of mainstreaming the elderly into society. (The educational anology here is obvious.) This attitude minimizes the differences between young and old and attempts to deal with social problems by restructuring the social institutions which contribute to them. The role of education in this system is to offer experiences which allow a type of consciousness raising, enabling the elderly to reassess their status in a more positive way and develop stronger and healthier self-concepts. Education can assist the elderly in casting off negative self-evaluations resulting from socially reinforced stereotypes. Educational resources would be concerned with the articulation and advocacy of the competence and dignity of the elderly, as well

as with training them for continued social involvement through upgrading their present skills or preparing them for a second career.

The fourth stage, self-actualization, posits goals of spiritual and psychological growth, reminiscent of Abraham Maslow. The ideal goal of gerontological education in Moody's system is to assist the elderly to learn more about themslves by making available to them the great ideas of the humanities and social sciences. Psychological development is nourished by the educational milieu which permits the aged individual the freedom to explore his relationship to the physical and social environment.

The final stage, cultural resource, is added to Moody's four-tier model to suggest that intrinsic to the elder role are qualities sought after and needed by other (younger) participants in the educational milieu. In this stage there is an appreciation for accumulated experience which transcends social contempt, permitting the aged learner to ascend to a very valued position in the educational setting.

Perhaps the most significant aspect of Moody's formulation, aside from directing our attention to the fundamental relationship between educational institutions and social attitudes, is the delineation of "old age" as a distinctive and identifiable stage of development, having features essentially different from other, earlier developmental stages and being sensitive to educational intervention. An importance is thereby attached to the experience of aging, and the education of older people is seen as having a unique set of goals different from the educational goals of children and younger adults. Of central importance in the justification of educating the elderly is the social role ascribed to them, a role often replete with negative attributes. The next section of the paper will examine the historically important sociological theories of aging and make explicit some of their corresponding implications regarding educational gerontology.

Although the literature reveals an abundance of theoretical speculation regarding the dynamics of aging, they are largely subsumed by three distinct, yet overlapping, perspectives, all of which have received considerable attention in recent years and have emerged with some prominence in social gerontological thought. Each position owes its historical roots to the traditional sociological interest in the patterned experiences of man (e.g. Talcott Parsons). The three theoretical perspectives are: life course theory, reference group theory, and role theories or self-theories.

Life course theory suggests that rites of passage are vital to the successful separation, transition and incorporation of a person as he passes from one age-status position to another in his life course. It becomes a societal responsibility to prepare individual members for their subsequent age statuses. Rites of passage are typically bound to the socialization process, and individuals are taught to anticipate them and not to resist them. (Examples of age-related rites include the bas mitzvah and the retirement banquet.) Chronological age frequently replaces a passage rite as it becomes institutionalized, for example, 18 as the legal adult age and 65 as an age of mandatory retirement. Life course theory applied to education suggests that educational activity is appropriate only in youth and adolescence, and one should assume a responsible, productive life style as an adult. Although adult education has made significant inroads into the adult and elderly population, one still hears the sentiment expressed that "schooling is for the kids."

Reference group theory emphasizes the reciprocal behavioral influence between an individual and each of the other members of his reference group (family, school peers, church group, etc.). Richard T. LaPiere, one of the most influential proponents of the Parsonian school of structural-functionalism, has

defined the "reference group" as "any group of 2 to 20 significant others who have the power to control status." [3] As an individual reaches old age, the composition of his reference group changes, often rapidly, as a result of attrition due to death, retirement or poor health. Rapid change of one's reference group is accompanied by reevaluation of one's role and status positions, sometimes leading to confusion, depression and/or withdrawal. Derivatives of reference group theory include social comparison theory, exchange theory and the relative deprivation theory. Each of these positions describes the individual's self-perceptions to his social position (his perceived social position), his perception of others, and other people's perception of him. As social-perceptual theories, they lead directly into the final major orientation, role theory (or self theory).

The set of theoretical propositions which comprises role theory has enjoyed the greatest acceptance by social gerontologists. Although two seemingly opposite conclusions may be arrived at within the model, and discussion continues on the behavioral strategies appropriate to maximal aging success, the constructs subsumed within role theory apparently offer sufficient insight into the dynamics of aging to retain their widespread application to its description and explanation.

> The adjustment of the older person, which is the degree to which his behavior corresponds to the societal role expectations, depends upon the clarity with which his roles are defined, the compatibility of the roles, the consistency with which other persons allow him to play these roles, and the extent to which motivations of older persons can be realized. [4]

Role theory offers two opposing theoretical approaches to the description of successful aging, each of which implies a different modal pattern of attitudes toward education of the elderly. Interaction (activity) theory and disengagement theory may be viewed as opposite extremes of a continuum of activity and involvement of the aging individual in society. Both models are based upon the fact that behavior changes accompany aging, and their primary point of departure revolves around the behaviors most appropriate for maximal satisfaction. Havighurst and his co-authors summarize the essential postulates of the interactionist position as follows:

1. Aside from chronological age, the aging process is characterized by two major dimensions – the social and the psychological – each of which may operate independently of the other.
2. Except for the inevitable biological and health changes, older people and their middle-age counterparts have essentially the same social and social-psychological needs.
3. However, the levels of social activity and interaction of the aged are influenced more or less by the social structural conditions operating in the individual's social milieu than by his social-psychological or psychological dynamics. Therefore, the problems of successful aging do not lie with the individual's personality characteristics; rather, they result from social structural constraints impinging upon the individual's life space.
4. Therefore, the older person who ages optimally is one who stays active, and who manages to restrict the shrinkage of his social world. Such a person maintains his middle-age level of activities and social interaction as long as possible and then finds substitutes for jobs and friends lost to aging. [5]

In sum, the activity theory holds that maximum participation and social interaction are the hallmarks of successful aging. In propositional terms, the more frequent,

the greater the range; and the more extensive the scope of interaction, the higher the morale of the aging individual.

The second approach, disengagement theory, was proposed around 1960 by Cumming, who claimed in her controversial paper that successful aging involves disengagement, defined as "the inevitable process in which many relationships between a person and other members of society are severed and those remaining are altered in quality."[6] In summary, the disengagement theory postulates the following:

1. Decrease in social interactions and role performances which accompany advancing age is interpreted as a process of mutual withdrawal between the individual and society. The individual not only acquiesces to disengagement, he is also desirous to disengage in social roles and positions which characterize his middle-age.
2. Two definable dimensions characterize the disengagement process: the social, referring to social activities and role performances, and the psychological, referring to perceptions of role constriction. Psychological disengagement developmentally precedes or implicitly accompanies social disengagement, although the former is an intrinsic aspect of the individual's personality.
3. Since social-psychological disengagement is intrinsic to the personality of the disengaging individual, withdrawal is therefore natural, inevitable, and universal. Furthermore, withdrawal of the individual from society is mutually rewarding in that society maintains equilibrium while the person gains psychological balance.
4. The older person who has attained psychological balance is typically one who has substituted recreational activities for family and organizational/managerial ones.

In essence, then, with advancing age, disengagement increases an individual's level of morale and life satisfaction. In propositional terms, increased psychological withdrawal leads to social disengagement, which, in turn, leads to increased morale.

Returning now to the system of ideal types suggested by Moody, it can be seen that the activity theory and the disengagement theory clearly imply different stages of societal attitude development. According to disengagement theory, successful aging requires increasing separation of the individual from the prevailing roles and activities previously dominant in his life. Stage two, the social services modal pattern, provides the recipient "client" with services that foster a feeling of dependency, charity or submissive passivity. This enforced passivity corresponds to the idea of disengagement. The activities promulgated within the framework of stage two tend to resemble leisure-time pursuits and correspond to the societal stereotype of normative behavior for old people, characterizing them again as consumers, not productive contributors to society. Education for the elderly is seen as a form of entertainment, intended to supplant more rigorous activities, and classes composed primarily of old people are scheduled, further segregating them from the rest of society and fostering their disengagement in the name of academic service.

On the other hand, stage-three participation, adhering to the propositions of the activity theory, suggests that the passivity inherent in the social services model is incongruent with the motivations and aspirations of many older persons. Instead, educational services should provide training for a second career and advocate integration of the various age groups. Educational gerontologists who subscribe to this modal-level should lobby for discontinuation of mandatory retirement and advocate guaranteed employment for those capable and desirous of continuing

work. Stage three suggests that the social and psychological problems of aging would be largely resolved if old people could remain integrated into the mainstream of occupational, familial, and political life. To feel alive is to feel needed, and the disruptive results of disengagement, for many, comprise the most significant barrier to successful aging.

The final section of this paper is concerned with the role of higher education, especially that of the community college, in education gerontology. It should be recognized that existing social structures and attitudes are functional in the sense that the interests of the powerful are being served. The prevailing values of labor and industry are found in stage one, and the government's social policy tends to be characterized by the values of stage two. Special interest groups (*i.e.* the Gray Panthers) and certain professionals are beginning to advocate stage three; whereas, stages four and five exist only as ideal types at present. Institutions of higher education should only recognize the structural-functional relationship, but in addition advocate positive growth of societal attitudes toward education of the elderly through programs directed at the goal of raising the consciousness of the public. Unfortunately, educational policy is frequently established through a version of marketing research – give the people what they want, as assessed in terms of registration figures. What the people select is then largely a function of their past experiences, with courses being chosen in terms of content. Consumers of education may be dissatisfied with the product, but being relatively naive regarding alternatives, they are unable to suggest positive changes. Teachers and administrators are often little more sophisticated than their students in the important issues of education. When asked why older persons should be educated, they may have no answer or respond that education is good at any age. However, the real educational issue, as I see it, involves the identification of old age as a separate stage of development, different in significant, identifiable ways from other stages and having a unique set of educational objectives and techniques. Traditional academic offerings probably do not address the educational needs specific to older persons, as evidenced by their conspicuous absence from the classroom in the face of considerable urgings from various sectors of education and government. (For example, free tuition at any state or county college and university, travel arrangements through county offices of aging, etc.) Rather, educational gerontologists need to structure experiences from which older students emerge as changed people with a different and more positive set of attitudes and self-perceptions, and a better insight into the social and psychological forces which operate to determine them. The fact that educators, administrators and students have functionally fixated their educational expectations on traditional outcomes may be the most significant barrier to be overcome before educational gerontology can realize its goal of maximizing the potential for successful aging.

Footnotes

[1] David A. Peterson, "Educational Gerontology: The State of the Art," *Educational Gerontology*, Vol. 1, 1976, (61-73).

[2] H. R. Moody, "Philosophical Presuppositions of Education for Old Age," *Educational Gerontology*, Vol. 1, 1976, (1-16).

[3] Richard T. LaPiere, *A Theory of Social Control*, N.Y. McGraw Hill, 1954.

[4] Marshall B. Clinard, *Sociology of Deviant Behavior*, N.Y. Hold, Rinehart & Winston, 1968, (570).

[5] Robert J. Havighurst, Bernice L. Neugarten & Sheldon S. Tobin, "Disengagement and Patterns of Aging" in Neugarten, *Middle Age and Aging*, Chicago, the University of Chicago Press, 1968, (161).

[6] Elaine Cumming and William Henry, *Growing Old: The Process of Disengagement*, N.Y., Basic Books, Inc., 1961.

General Education Teachers and Their Students: A Bridge Too Far?

Dr. Milton Richards
Head, Advertising Department
Mohawk Valley Community College

It is my purpose to present a kind of nightmare, a worst case perspective on general education and its role in the community college.

My thesis is that the social and professional backgrounds of general education teachers, their aspirations and frames of reference and modes of behavior, are becoming increasingly distant from those of their students and that the gulf needs somehow to be bridged if students are to profit from the time they spend in GE courses.

Pretend, then, that we are in 1984. The situation, as I see it, looks something like this. The GE teacher is confronted by students largely incapable of grasping what is being presented in the classroom, and who are uninterested, bored and very probably hostile. Because of what happened to them (and/or what they caused to happen) in high school and lower grades, many must play catch-up, taking developmental and remedial courses until they're fit for so-called college-level work.

But even after being certified as ready, they remain unable to absorb and master what they are taught. This being so, it becomes necessary for the GE teachers to water down or in some fashion dilute the content of their courses. There begins, sadly, the process of teaching with contempt – contempt for the students, and contempt for self because of what's happening to the teacher and his craft.

These students regard any sort of school as a prison. They come to the community college to be rehabilitated, to pay their dues, to learn what it takes to get along minimally in a world whose compass (for them) is as narrow as today, this hour, this minute. Classes are time-blocks for punishment, ways of serving a sentence. They are indignant that grades are computed on the basis of accomplishment, on the *results* of effort, when they should (they think) sensibly be given for the amount of effort expended ("I don't deserve a D – I studied all night for that test!")

The most obvious thing to be said about these students is that their values are different from those of their GE teachers. Most teachers run to type, and in an opposite direction to that of their students. The typical teacher had to work hard and make sacrifices and postpone gratification to get where he or she is. He lived by a code: strive, persevere, succeed, build for the future, and has a driving desire to pass on, to share, what was received through schooling. All of this runs counter to the values, practices, beliefs and standards of those they teach.

Teachers in community colleges have in common the values of teachers in colleges everywhere. But the teachers in four-year schools have greater opportunity to share a frame of reference with their students, or at least most of them, regarding the value of education and its role in their lives. Community college teachers of general education subjects cannot often feel that way.

How do we handle this situation? Mostly, it appears, by trying to juggle our teaching. We try to find new ways of doing whatever we've been doing. This is known as the new bottles approach. Or we try to do different things, rather than the same things differently, which is known as the new wine approach. Or we do a little of each, which comes out as Sangria in a styrofoam cup.

GE teachers, I suggest, have three tasks to perform. One is to help their students go forth and cope in a scary world they never made. Another is to expose students (at the least) to the tradition, or, as our catalog says of the core courses, "to provide students with common learning from the culture, society, and scientific heritage of the western world." And the third task (which is related to this) is to change people, which is one of the things learning is supposed to be about. Or, as some psychologists put it, "learning refers to a more or less permanent change in behavior," with others adding that "change in behavior means more than just the overt acts of the individual which can be observed." It includes indication of "more fundamental changes in attitudes, motives and even personality."

It seems to me that GE teachers have been trying to teach students what's good to read, and why; how to think in orderly, discriminating fashion; how to probe and explore and test and express and evaluate. When we succeed, we bring students closer to us, to our ways ot thinking, to our values, to becoming more like us – to having them join our world.

I'm not sure we can do that anymore, at least not to the same extent. The gulf between us and them is growing wider. The students come with less intellectual equipment, fewer learning tools, little readiness to work at the job of learning. The bridge may be too far away.

And so we shall be forced to teach coping skills: how to read government forms, how to read metric, how to understand interest percentages, how to behave in the world of work, the world of everyday, the world they aren't crazy about entering. We shall be in the business of turning out lumpenproletariat, people who will perpetuate things as they are in society because they won't have even the rudimentary equipment to do otherwise. (By the way, if you think my language is becoming somewhat intemperate, wait a while – it gets worse.)

Now, we may not think it should be the job of community college general education teachers to show students how to read society's basic signs and signals, but someone's got to help those students survive. Maybe that is our job, or should be, given the world as it is. If our graduates will be able to function in society, find employment, fit comfortably into the culture as given, perhaps we should grade ourselves as successful and be rewarded by our administrators for doing a good job.

But what about the second task, that of transmitting tradition, passing along "the best that has been thought and said"? And what about the third, related task, arising from transmission – to have people learn so that they may experience fundamental changes in behavior, in attitudes, in motives and even in personality?

I suggest that general education teachers believe that they should convey to their students those ideas, concepts, insights, lessons – arising out of literature, science, social thought, cultural practices – that we believe are of great value. And in doing so we believe – explicity or implicitly – we should try to change a good many of the views, ideas, beliefs, judgments and behavior of a good many of our students.

If we do not teach in this manner, in the tradition embodied in the term "general education," and if we become largely instructors in coping with the world of the factory, the store, the office, then we are in danger of turning out what I choose to call, in untrammeled perjoration, drones, zombies, spearcarriers, perpetuators of a society and a world that badly need changing for the better.

General education has to do with the liberating arts. For students to become liberated means, to me, that they must become aware of varieties of thought and experience and individual possibility – of aspects of the world they may know little of when they come to us.

Liberation starts to work when they begin to perceive that there are values and attitudes and actions and virtues not only different from what they possess, but better – yes, better – than their own.

Who is to say? General education teachers, that's who. On what basis? On the basis of study and knowledge and thinking and doing. On the basis of our hard-won belief that such things as information, logic, rationality, abstraction, conceptualization are of more value to individuals and society – especially if we wish to improve both – than are stubborn ignorance, immediate gratification without thought of consequences, of me-ism, and of similar qualities that are the marks of future failure in increasing human potential.

Many students come to us with learning disabilities, internal scars, inability to handle themselves, much less the society they'll have to live in. They are victims. We have to teach them to cope, at the least. But we have to go further. We must change them so they can have a better chance to continue growing and a better chance of trying to change a society that's very good at producing victims.

In the baldest possible terms I am saying that GE teachers ought to try their damndest to *impose* their values on students. Yes, impose. Many of those students have attitudes and practice behavior that we have no hesitation in branding inimical to them and to those around them. Why should we allow them to cling to such attitudes and such behavior? I'm not talking about inveighing against the joys of pot smoking and indiscriminate sex. (I couldn't do that because I'm sorry I'm not part of that good stuff.) I'm talking about tolerating prejudice, thoughtlessness, middle-headedness, unwillingness to learn, defeatism, and what Isaac Asimov calls the cult of ignorance. Asimov writes:

> There is a cult of ignorance in the United States, and there always has been. The strain of anti-intellectualism has been a constant thread winding its way through our political and cultural life, nurtured by the false notion that democracy means that "my ignorance is just as good as your knowledge."

GE teachers should insist and demonstrate that there are ideas that are better than others (because they are), that some beliefs and practices are better than others (because that's true), that there are ways of living and thinking and experiencing that are better than many of those that students presently find around them.

There isn't a GE teacher who hasn't overheard students saying to each other: "what the hell good is that humanities stuff?"; "I don't know what that damn English teacher is talking about" . . . why do we have to listen to that Beethoven junk?" . . . and on and on.

Why, indeed?

An argument that we should teach values and attitudes in order to change people, to change society instead of perpetrating social and human ills, sounds illiberal, kind of quaint, like something out of the 50's or 60's.

Further, it smells musty, like the odor surrounding the pious claim, "it is necessary to change people's hearts before any other kind of changes can take place." That's a phrase I associate with George Wallace. If that were true, the Governor would still be standing in the doorway of the schoolhouse and integration of schools would have remained an idea whose time would never come. Integration has to come prior to changes in attitude and behavior.

I do believe that sometimes behavior can be followed by attitudinal change, instead of the contrary dictum. But in the Wallace example we see social action taken in the belief that one kind of behavior (integration) is better than another (segregation). I think GE teachers can make similar judgments, can try to convey them and demonstrate their efficacy, and teach students why they persist in believing that those judgments are better than others and should be followed.

What are the alternatives in general education? Teaching coping skills, training a new peasantry? That will kill off our braincells, to say nothing of our own hopes and dreams and ambitions. Or we can operate the cultural transmission conveyor belt and try to live with effort, if not success.

If we cast pearls from the past only, we experience degradation of our own feelings and the diminution in vitality of what we thought made intellectual, moral, humane sense to us. Coping is not enough. Dutiful transmission is not enough. I would suggest that, yes, teaching is a calling, a vocation, complete with religious overtones. It is *the* premier change agent of the universe. It is also a political mechanism – in my view, a subversive craft, in the sense of changing and improving society. It is a weapon to be used in a good cause.

We teachers find it easy to intone such code words as "standards" and "excellence" and "quality of instruction." We must have some idea of what those words mean. Why can't we take them into the classroom and apply them in favor of our values, standards of excellence, beliefs, morality, quality, attitudes? And *against* those of students when theirs are not consonant with our own.

The GE teacher feels no qualms about declaring that Shakespeare is better than Edgar Guest, that Bach is better than Kiss, that El Greco is better than Norman Rockwell, that insulin is better than a necklace of dried onions.

Even in the knowledge that all such judgments may change in time we say these things because they are beliefs or what we believe now. We impose those on our students. Why can't we do the same thing with our judgments in the ethical, moral, behavioral spheres?

So, in an intemperate, dogmatic, intolerant fashion I call upon GE teachers to be intemperate, dogmatic and intolerant in rejecting those values of students they do not agree with, and in proclaiming their own superior positions, perspectives, judgments.

Referring to older students, a college counselor wrote recently that the community college instructor of tomorrow "will need to rethink the role of the instructor away from prescriber, transmitter and evaluator, toward facilitator and resource person . . ."

Perhaps if that's what's true for older students it will also hold true for younger students. I greet the vision with some trepidation. Sure, we need developmental courses. Certainly we need to find better techniques so that many community college students may learn more quickly, more easily. Of course we have to train them to meet and to cope with the blooming, buzzing world about them. But, in addition, because of the erosion in humanistic values, morals, attitudes and behavior, I would tend to argue that more than ever we need to be prescribers, transmitters and evaluators. Who needs this kind of education more than GE students? Who better than we to teach them? Is this an elitist, reactionary view, in addition to being intemperate and strident? Maybe so, maybe not.

Students have their own cultural transmission conveyor belt. It carries the drugs, sexual intemperance that damages lives, all out acceptance of cheating in all forms. Their standards are not ours. They're not what they should be. Ours are better. We ought to fight back. Why traffic in the enemy? Let's convert them.

We speak so glibly of excellence. But there can be no excellence without standards to measure that concept, and there can be no standards unless they are defined, which means we posit certain values – ours.

We must move all the way from answering the student's question "how can I read a job application form?" to inducing the question "what kind of society should we have and how can I help achieve it?"

The philistines are coming, the philistines are coming, and we must be prepared to win their hearts and minds to our cause because it is best for them, because we are the good guys.

But what will we have if we stopped there? Well, we would have more thoughtful, better informed, more conscientious, thorough, enlightened individuals, parents, workers, citizens. We would also have paragons of decent, middle-class American virtues who would fit smoothly and noiselessly into the system, knowing how it runs, how they fit into it, how to use it to achieve their personal aims, and how to protect it from those who want to get in and get theirs. What we would have is a higher class of zombies, drones and spearcarriers.

So that's not the end of our mission. Teach the art of coping, ok. Transmit our values as we see them, by all means. But there's that third imperative: to change people so that they can change their lives by changing the system. Not to slide into it and hunker down. The system needs changing. Society needs changing. And we have to find ways to teach people to use our values – the values we pass on to them – to effect the changes that must be made. So we move from an apparent conservative doctrine to the radical. In government, in business, in education, in the professions, in every walk of American life, change is needed – change for the better, change that must come, and change that will come if we and people like us do our jobs. We have to make it to the bridge.

Computer Assisted Instruction In Music Appreciation Classes

Professor Russell Bliss
Music Department
Nassau Community College

Computer assisted instruction programs have become a very effective way of imparting information, reviewing concepts and testing the student's knowledge. Allowing students to interact with the computer program by typing answers to questions appearing on a screen or on a teleprinter, the instructor can lead the student through any sort of learning sequence and can closely monitor the results through computer-generated reports on performance. The instructor can direct the program to allow for variations in the wording of answers or spellings and can deliver pre-programmed comments, suggestions and directions.

One would think that the arts and the computer would be mutually antagonistic, and in some ways perhaps they are, but I have found a highly effective way of utilizing the computer to teach some of the factual content of music appreciation. It should be clearly understood that this type of instruction uses words only and in no way involves music notation. Parenthetically, I might add that there is a federally funded project at the University of Delaware called PLATO, which does have the capacity for not only displaying written music but playing it as well. As far as I know this is a unique and experimental project.

Music appreciation is a course in the Humanities offered to the general college population. Although the essence of the course involves learning to listen with depth and discrimination, there is a fair amount of factual material to deal with and memorize and it is this material which is the basis for computer assisted instruction.

Recently our college acquired a computer assisted program called DECAL. With this program a student sitting at a terminal can interact with the computer in many ways. Information can be imparted, questions can be asked and answers given, and pre-programmed comments, suggestions and directions can be transmitted. By using the DECAL program students can assess the depth of their understanding of each segment of the course and can quickly see where more review and study are necessary. For the instructor DECAL requires no previous computer experience and only a minimum amount of training in the various formats and symbols which must be used in the creation of each lesson.

With the DECAL program, the lessons are organized as follows:

1. *Text Block*. This consists of anything the instructor wants to ask or tell the student. Questions can be asked, directions given, etc.

2. *Hint Block*. If the student is unable to answer a question, he can type HELP and appropriate hints can be given to arrive at an answer.

3. *Answer Block*. Answers can be very flexible. If the instructor wishes, the answer can be an exact word-for-word response. The computer matches letters and will reject anything but an exact duplicate. This type of format can be used for answers which call for the words TRUE, FALSE, YES, or NO. Answer blocks can also be programmed to accept as correct anything which contains a key word or words. For example in defining the word "Homophonic" (meaning a melody with accompaniment) the student can answer "melody with accompaniment," "melody and accompaniment," "a prominent melody with a subordinate accompaniment," etc. The computer will accept as correct any answer which contains the words "melody" and "accompaniment." The wording can be as

verbose or terse as the student is inclined as long as the key words are there. The only type of answer which the computer will reject even though it includes key words is an answer containing the word "not."

Misspellings can also be anticipated. If the instructor feels the students may not be up to spelling the word "recapitulation" correctly, he can indicate only the letters "recap" and follow them with an asterisk; then the computer will accept any letters as long as they begin with "recap."

4. *Comment Block*. This can be used two ways. If the answer is correct, the instructor can add encouraging remarks. If the answer is wrong, the comment can include a hint as to how to answer correctly, or directions to consult a certain chapter or page in the textbook.

5. *Branching*. Without branching the student who is unable to supply the right answer couldn't go on to the next question and would conceivably be forever stuck vainly trying to come up with the right answer. To avoid this, the instructor can program the computer to skip on to the next question after a pre-determined number of misses.

To use DECAL as with any time-sharing computer, each student must have an ID number and a password in order to "log in." The list of student names and ID's is fed into the DECAL file and no one can use the system whose name is not on file in the computer memory. The DECAL program generates voluminous records on student performance: who missed which question, how long it took to answer each question, the date and time each student logged in and out, etc. Of particular value is what DECAL calls the "Unanticipated Answer Report." This gives all the answers for each question which the computer considered wrong. This report is invaluable for modifying answer blocks. For instance, one of my questions required the answer "first movement," the keyword being "first." I also included "1st" as a key word. After reading the Unanticipated Answer Report I saw that one of my students answered the question with simply "1" (also correct) but the computer called it wrong. By having that report available I was able to modify my answer block to also accept the answer "1."

It must be remembered that the above description is for a program called DECAL and designed specifically for use in computers manufactured by the Digital Equipment Corp. IBM puts out a program called Coursewriter for use in their machines which essentially does the same thing as DECAL. Each major manufacturer has his own version of this instructional program but as far as I know, these programs are not interchangeable. IBM's softwear package will not work in a machine manufactured by Control Data.

COMMUNITY COLLEGE GENERAL EDUCATION ASSOCIATION

Minutes of Business Meeting at
Mohawk Valley Community College
March 27, 1980

The meeting was started at 4:05 by Chairman pro tem Harold Cantor.

The Chairman reported to the membership the brief history of the Association. The first conference concerning General Education was held at Mohawk Valley Community College during April 1979. At the time Dean Pulhamus (M.V.C.C.) encouraged the formation of a steering committee to form an organization to deal with General Education.

Chairman Cantor proceeded to discuss the needs for such an organization. It would serve the following functions:

1. Gather and share information about General Education from the various SUNY campuses.
2. Enable faculty to become familiar with new teaching techniques in General Education, such as that presented by Professors Cook and Herzman of SUNY Geneseo.
3. Encourage General Education for the community college students who will never attend a four-year college.

The Chairman reported on the progress of the proceedings to incorporate the Association as a not-for-profit-corporation. Pending incorporation the Association can exist as an unincorporated association under standard articles of association and bylaws. It was moved by Cooper and seconded by Mitchell that the Articles of Association and Bylaws be adopted. The motion passed.

Chairman Cantor presented a slate of nominations for officers and members of the Executive Board and called for additional nominations from the floor. The slate was as follows:

President	Harold Cantor
Vice-President	M. Thomas Cooper
Secretary-Treasurer	William Smith
Executive Board	George Higginbottom
	Jerry Repetski
	Mary Pat Pennell
	Clifford Wexler
	David Hughes
	Terrell Bynum

It was moved by Socolof and seconded by Barker that the slate be accepted by acclamation. Discussion followed about how people who were not on the slate but wished to help could do so. Cantor said that such people could be invited to the meeting of the Executive Board which will be held as soon as the Association is incorporated. That meeting will probably be held in June 1980. Motion to call the question by Jubenville. Seconded by Cooper. Passed. The main motion passed.

Motion by Mitchell, seconded by Repetski, to authorize the Executive Board to take all steps necessary to incorporate the Association. Motion to call the question by Repetski, seconded by Higginbottom. Passed. The main motion passed.

Motion by Jackson, seconded by Weber, to authorize the Executive Board to appoint all necessary committees including nominating and membership committees. Motion to call the question by Richards, seconded by Giometti. Passed. Main motion passed.

Higginbottom asked for a definition of the relationship between the President and the Executive Board. Cantor responded that the President and other officers are members of the Board. The President will keep records and disseminate materials. The Chairperson of the Board will be elected by members of the board. It is hoped that the Chairperson will take over the responsibility for the conference. Jackson summarized the discussion by saying the Executive Board creates policy. The President carries it out.

Motion by Jackson to adjourn. Meeting adjourned at 4:45.

Respectfully submitted,

William Smith
Secretary-Treasurer

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COMMUNITY COLLEGE GENERAL EDUCATION ASSOCIATION

Minutes of Business Meeting at
Mohawk Valley Community College
June 20, 1980

The meeting was called to order at 12:10 by President Harold Cantor.

Treasurer's Report – Smith – Attached financial report (6 June 1980) amended to read cash $1,231.23, conference fees $1,054.00, and earnings from conference $321.19. Reasons for changes are as follows. On February 21, 1980 incorrectly deposited check into account that was intended for Mohawk Valley Community College General Fund for $20.70. On June 9, 1980 received check for $500.00 from Office of Vice Chancellor for Academic Programs, Policy and Planning, State University of New York for publication of the proceedings of the March 1980 General Education Conference. On June 20, 1980 paid $35.42 for luncheon for Board of Trustees meeting.

Motion by Bynum and seconded by Cooper that the Treasurer's report be accepted as amended was passed.

Old Business

1980 Conference Report – President Cantor summarized some of the conference events. He read a letter from Vice Chancellor MacKenzie that praised the good quality of the speakers. President Cantor also summarized the questionnaire results which were favorable. The results indicated a favorable reception of Professor Lukenbill. The results also indicated that more topics specifically related to two-year colleges should be included in the next conference.

New Business

Publication of Proceedings – President Cantor started a discussion about the publication of the conference proceedings. It could include presentations, papers, minutes, and membership forms.

Bynum suggested that it could be used for the autumn 1980 membership drive. The proceedings could be given to current trustees who would give them to new members on their campuses. This could require as many as 500 copies.

Motion by Cooper and seconded by Pennell to authorize President Cantor to spend approximately $500.00, but not to exceed $700.00, to publish a proceedings of the conference was passed.

1981 Conference – President Cantor suggested that the next conference deal more specifically with topics of interest to only two-year colleges. For instance it could

deal with general education in career and occupational programs. This was followed by a discussion favoring this topic. It was pointed out that many career program faculty have little say in the contents of the general education curriculum and many general education faculty are unfamiliar with the contents of career programs. Some institutions have attempted to remedy this problem. Also it was suggested that representatives from the business community might be present for their insights.

President Cantor suggested a committee be formed for the 1981 conference. Volunteers were Cooper, Pennell, Higginbottom, Hughes, and President Cantor. It was agreed that the tentative conference date should be 25–27 March 1981. The committee will report its findings back to President Cantor.

Dues Structure – In a discussion it was agreed that it would be appropriate to maintain the dues at $5.00 for individuals and at $25.00 for institutions. Also the dues will be for the calendar year. Motion by Repetski and seconded by Higginbottom to keep the same dues structure and have dues cover the calendar year was passed.

Motion to adjourn was made by Repetski. Meeting adjourned at 2:15.

Respectfully submitted,
William Smith
Secretary-Treasurer

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COMMUNITY COLLEGE GENERAL EDUCATION ASSOCIATION
FINANCIAL REPORT
6 June 1980

CASH BALANCE	$ 787.35	
REVENUES 26 Oct. '79 – 6 June '80		
Individual Dues		
76 members at $5.00	380.00	
Institutional Dues		
11 members at $25.00	275.00	
Conference Fees	1,074.70	
Reimbursement for Conference - S.U.N.Y.	308.63	
Interest Income		
Savings Account # S952041		
Homestead Savings & Loan, Utica, NY *	.96	
TOTAL REVENUES		$ 2,039.29
TOTAL EXPENSES 26 Oct. '79 – 6 June '80		
Incorporation Fees Expense	$ 165.50	
Postage Expense	45.00	
Conference Expenses	1,041.44	
TOTAL EXPENSES		$ 1,251.94

* Savings account closed on 3 March 1980

C.C.G.E.A. CONFERENCE
27-28 March 1980

Conference Fees	$ 1,074.70	
Reinbursement for Conference	308.63	$ 1,383.33
less Conference Expenses		1,041.44
Earnings from Conference †		$ 341.89

† Printing of conference proceedings is not included

CERTIFICATE OF INCORPORATION
OF
THE COMMUNITY COLLEGE GENERAL EDUCATION ASSOCIATION, INC.

Under Section 402 of the Not-For-Profit Corporation Law

IT IS HEREBY CERTIFIED THAT:

1. The name of the corporation is THE COMMUNITY COLLEGE GENERAL EDUCATION ASSOCIATION, INC.

2. The corporation is a corporation as defined in subparagraph (a) (5) of Section 102 (Definitions) of the Not-For-Profit Corporation Law.

3. The purpose or purposes for which the corporation is formed are as follows:

To disseminate information about and to voice general education concerns regarding community colleges, especially at those located in New York State.

To enunciate the views of the membership about educational policy, curricular requirements, and budget allocations affecting general education in community colleges.

To disseminate information about the latest developments in general education.

To encourage theoreticians and practitioners of general education by providing a forum for scholarship.

To act as a clearing house for reports on experimental models and new teaching methods affecting general education in community colleges.

To aid articulation of the general education component of community college education with transfer schools, and also with the needs of industry and the community generally.

To provide media coverage for the foregoing, and to do any other acts or things incidental or connected with or in advancement thereof, both as a separate organization and in cooperation with other tax exempt national, state and local organizations, but not for the pecuniary profit or financial gain of its members, directors, officers or any other individual.

Nothing herein shall authorize the corporation to operate or maintain an institution of higher learning or to grant degrees.

4. In furtherance of its corporate purposes, the corporation shall have all the general powers enumerated in Section 202 of the Not-For-Profit Corporation Law, together with the power to solicit grants and contributions for the corporate purposes.

5. Nothing herein shall authorize this corporation, directly or indirectly, to engage in or include among its purposes, any of the activities mentioned in Not-For Profit Corporation Law, Section 404 (b) - (t).

6. The corporation shall be a Type B corporation pursuant to section 201 of the Not-For-Profit Corporation Law.

7. The names and addresses of the initial directors of the corporation are as follows:

Clifford E. Wexler
RD 2, Box 87C
Valatie, New York 12184

M. Thomas Cooper
120 Havenshire Road
Rochester, New York 14625

David M. Hughes
1741 Becker Street
Schenectady, New York 12304

8. Notwithstanding any other provisions of these articles, the corporation is organized exclusively for one or more of the following purposes: religious, charitable, scientific, testing for public safety, literary or educational purposes, or to foster national or international amateur sports competition (but only if no part of its activities involve the provision of the athletic facilities or equipment), or for the prevention of cruelty to children or animals, as specified in section 501 (c) (3) of the Internal Revenue Code of 1954, and shall not carry on any activities not permitted to be carried on by a corporation exempt from Federal income tax under section 501 (c) (3) of the Internal Revenue Code of 1954 or corresponding provision of any subsequent Federal tax laws.

9. No part of the net earnings of the corporation shall inure to the benefit of any member, trustee, director, officer of the corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the corporation), and no member, trustee, officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation.

10. No substantial part of the activities of the corporation shall be carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Internal Revenue Code section 501 (h), or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidates for public office.

11. In the event of dissolution, all of the remaining assets and property of the corporation shall after necessary expenses thereof be distributed to another organization exempt under section 501 (c) (3) of the Internal Revenue Code of 1954, or corresponding provisions of any subsequent Federal tax laws, or to the Federal government, or state or local government for a public purpose, subject to an order of a Justice of the Supreme Court of the State of New York.

12. In any taxable year in which the corporation is a private foundation as described in section 509 (a) of the Internal Revenue Code of 1954, the corporation shall distribute its income for said period at such time and manner as not to subject it to tax under section 4942 of the Code; and the corporation shall not (a) engage in any act of self-dealing as defined in section 4941 (d) of the Code; (b) retain any excess business holdings as defined in section 4943 (c) of the Code; (c) make any investments in such manner as to subject the corporation to tax under section 4944 of the Code; or (d) make any taxable expenditures as defined in section 4945 (d) of the Code or corresponding provisions of any subsequent Federal tax laws.

13. The office of the corporation is to be located in the City of Utica, County of Oneida, State of New York.

14. The territory in which the activities of the corporation are principally to be conducted is State of New York.

15. The post office address to which the Secretary of State shall mail a copy of any notice required by law is:

c/o Dr. H. Cantor
15 Robin Road
Utica, New York 13501

16. Prior to submission to the Department of State for filing, all approvals and consents required by law will be endorsed upon or annexed to this Certificate of Incorporation.

IN WITNESS WHEREOF, the undersigned incorporator being at least eighteen years of age, hereby affirms that the statements made herein are true under penalties of perjury.

Dated: 1/10/1980

Dr. Harold Cantor
15 Robin Road
Utica, New York 13501

CCGEA MEMBERSHIP
as of 6/19/80

Andrews, Edwin	Agricultural and Technical College at Cobleskill
Barker, Patricia	Schenectady County Community College
Bay, Libby	Rockland Community College
Brown, Jerome	Mohawk Valley Community College
Burns, Jim	Mohawk Valley Community College
Bynum, Terrell	Dutchess Community College
Cable, John	Community College of the Finger Lakes
Cantor, Harold	Mohawk Valley Community College
Cesna, Eugenia	Mohawk Valley Community College
Chambers, Paul	Broome Community College
Clark, Mort	Westchester Community College
Cloos, Jr., Carol	Monroe Community College
Cole, Robert	Fulton-Montgomery Community College
Cooper, M. Thomas	Monroe Community College
Crowley, Judith	Erie Community College
Danella, Rose	Mohawk Valley Community College
DeSantis, James	Mohawk Valley Community College
Dyer, James	Mohawk Valley Community College
Epstein, Charlotte	Rockland Community College
Fadale, LaVerna	S.U.N.Y. at Albany
Fuller, David	Tompkins-Cortland Community College
Giometti, Thomas	Mohawk Valley Community College
Gotsch, Charles	
Greco, Anne	Herkimer County Community College
Gravogkas, George	Hudson Valley Community College
Haponski, William	Utica College
Herzog, Robert	Monroe Community College
Higginbottom, George	Broome Community College
Hughes, David	Schenectady County Community College
Jitomir, Howard	Corning Community College
Joyce, William	Fulton-Montgomery Community College
Jubenville, Robert	Mohawk Valley Community College
Kager, John	Westchester Community College
Lataner, Albert	Nassau Community College
Levin, Robert	North Country Community College
Lewis, Stephen	Suffolk County Community College
Liberi, Bert	Westchester Community College
Lowell, Earl J.	Rockland Community College
Lundberg, Edwin	Monroe Community College
MacKenzie, Kenneth M.	S.U.N.Y.
Marr, Eleanor	Dutchess Community College
Mathieu, Donald	S.U.N.Y. at Oswego
Mitchell, Bonnie	Mohawk Valley Community College
O'Keefe, Edward	Niagara County Community College
Park, John	Ulster County Community College
Pelosi, Linda M.	Mohawk Valley Community College

Pennell, Mary Pat . . . . . Monroe Community College
Pickard, Barbara . . . . . Hudson Valley Community College
Pollack, Herman W. . . . . Orange County Community College
Quagliata, Charles . . . . . Broome Community College
Repetski, Jerry . . . . . Niagara County Community College
Richards, David. . . . . Cayuga Community College
Richards, Milton . . . . . Mohawk Valley Community College
Robbins, Richard H. . . . . S.U.N.Y. Plattsburgh
Rondeau, Charles . . . . . Jamestown Community College
Saunders, Jane . . . . . Orange County Community College
Savage, Margaret . . . . . Cayuga Community College
Searles, George . . . . . Mohawk Valley Community College
Sidney, Howard . . . . . Agricultural and Technical College at Cobleskill
Sirgado, Miguel . . . . . Suffolk County Community College
Smith, William R. . . . . Mohawk Valley Community College
Socolof, Kalman . . . . . Herkimer County Community College
Steenburgh, Thomas . . . . . Cayuga Community College
Vinciquerra, M. J. . . . . S.U.N.Y. at Farmingdale
Weber, Cynthia B. . . . . Niagara County Community College
Wexler, Clifford . . . . . Columbia-Green Community College
Winn, Howard. . . . . Dutchess Community College
Winter, Gene M. . . . . S.U.N.Y. at Albany

NAMES OF CONFERENCE ATTENDEES

Andrews, Edwin . . . . . Agricultural and Technical College at Cobleskill
Bliss, Russell. . . . . Nassau Community College
Clark, Mort . . . . . Westchester Community College
Cole, Robert. . . . . Fulton-Montgomery Community College
Cook, William R. . . . . S.U.N.Y. at Geneseo
Cooper, M. Thomas . . . . . Monroe Community College
Epstein, Charlotte . . . . . Rockland Community College
Erickson, John H. . . . . Erie Community College
Forrest, Aubrey . . . . . ACT Educational Programs and Services
Gara, Aidan . . . . . Delhi Agricultural and Technical College
Glossner, Alan . . . . . Monroe Community College
Gravogkas, George J. . . . . Hudson Valley Community College
Greco, Ann . . . . . Herkimer County Community College
Green, Nancy . . . . . Columbia-Greene Community College
Haponski, William C. . . . . Utica College
Hart, Pierre R. . . . . S.U.N.Y. at Geneseo
Herzman, Ronald . . . . . S.U.N.Y. at Geneseo

Jordan, Gilbert . . . . . Monroe Community College
Joyce, William . . . . . Fulton-Montgomery Community College
Kramer, Francis J. . . . . Hudson Valley Community College
LaBerta, Catherine F. . . . . Erie Community College
LaSalle, Kenneth J. . . . . Fulton-Montgomery Community College
Lukenbill, Jeffrey D. . . . . Miami-Dade Community College (Florida)
MacKenzie, Kenneth M. . . . . State University at Albany
Mathieu, Donald R. . . . . S.U.N.Y. at Oswego
McEnroe, Robert. . . . . Corning Community College
McKinney, Robert . . . . . Monroe Community College
Misner, George . . . . . Delhi Agricultural and Technical College
Monaco, Lawrence. . . . . Dutchess Community College
Noonan, Karen . . . . . Erie Community College
Nyhoff, Gilbert. . . . . Dutchess Community College
O'Dowd, Donald . . . . . State University of New York
O'Keefe, Edward. . . . . Niagara County Community College
Park, John . . . . . Ulster County Community College
Pelz, William E. . . . . Herkimer County Community College
Perdue, James. . . . . State University of New York
Quimby, Edgar A. . . . . Genesee Community College
Ramsey, John S. . . . . S.U.N.Y. at Fredonia
Repetski, Jerry J. . . . . Niagara County Community College
Richards, David. . . . . Cayuga Community College
Robbins, Richard . . . . . S.U.N.Y. at Plattsburgh
Rordan, Charles . . . . . Jamestown Community College
Rose, Jack . . . . . Delhi Agricultural and Technical College
Saunders, Jane C. . . . . Orange County Community College
Savage, Margaret . . . . . Cayuga Community College
Seyfried, Lawrence W. . . . . Erie Community College
Sidney, Howard . . . . . Agricultural and Technical College at Cobleskill
Steenburgh, Thomas F. . . . . Cayuga Community College
Strayer, Robert. . . . . S.U.N.Y. at Brockport
Triola, Marty . . . . . Dutchess Community College
Wallace, William . . . . . Delhi Agricultural and Technical College
Weber, Cynthia B. . . . . Niagara County Community College
Wightman, Edward . . . . . Hudson Valley Community College
Wolcott, Richard D. . . . . Erie County College

AN INVITATION TO JOIN THE C.C.G.E.A.

The purposes and objectives of the newly incorporated Community College General Education Association are spelled out in the Certificate of Incorporation you have just read. (If you have not, please look over the opening section.) But the question arises – why another association and why should you join now? As new professional groups swell the ranks of national, regional, state and local education associations, one wonders where to place one's time and money – let alone energy. One suspects that as budget crunches and dire demographic predictions occur, educators are subject to a herding instinct and come together to nurse their wounds and comfort each other.

You should not join the CCGEA if that is your perception! We are a young and (we hope) not ingenuous organization. Here are six compelling reasons why we merit your membership and active participation:

1. Join us if you recognize that two-year colleges have a special stake in the general education reform movement. Though we enroll more than one-third of the nation's undergraduates, only 10% of our students go on to four-year institutions. That means that the awesome responsibility of preparing generally educated students for work and life roles, for citizenship and lifelong learning is a vital part of our mission
2. Join us if you believe that the two-year colleges rightly or wrongly – are becoming remedial-vocational institutions with the consequent neglect of critical thinking skills, understandings and attitudes vital to a student's survival in an increasingly complex technological society.
3. Join us if you are appalled at the provincialism and lack of cultural awareness in our programs and courses at a time when global perspectives and international interdependence should be inculcated in two-year college students and teachers.
4. Join us if you are the type of educator who, though you recognize the place of your discipline in the educational schema, believes that the information explosion has made the old, neat boxes of learning obsolete. Join if you are open to innovative approaches, such as interdisciplinary courses and modules, or non-traditional methods of instruction, such as cognitive learning skills courses for developmental students.
5. Join us if you are willing to listen and understand the attitudes of "other" faculty, "other" administrators and willing to share the problems of those whose short-term interests seem foreign or opposed to yours. If we cannot end the sterile debate between the two cultures, we can at least decide how to cut down on the noise factor and arrive at pragmatic compromises based on mutual understanding.
6. Finally, join us for practical reasons, since an individual membership entitles you to a reduced fee at our annual conference (to be held at Rochester in Spring, 1981) and will place you on our mailing list to receive a newsletter and details of our future activities.

The CCGEA Executive Board and its membership are not committed to any one existing core curriculum model, to any form of instruction, be it interdisciplinary or competency-based, or to innovation for innovation's sake. Rather we are dedicated to sustaining the dialogue on general education in two-year colleges and to maintaining the existence and integrity of the general education core in all programs, career or transfer. Why not join us now?

If you already have renewed, please pass on these forms to interested colleagues.

MEMBERSHIP DUES 1981

Please enroll me as a member of the Community College General Education Association (C.C.G.E.A.) for the calendar year 1981.

NAME (Title)_____

INSTITUTION_____

ADDRESS_____

_____

AREA OR DISCIPLINE _____

Individual $5.00_____ Institutional $25.00_____

Make checks payable to C.C.G.E.A. and return with form to:

Dr. Harold Cantor
c/o Mohawk Valley Community College
1101 Sherman Drive
Utica, New York 13501

MEMBERSHIP DUES 1981

Please enroll me as a member of the Community College General Education Association (C.C.G.E.A.) for the calendar year 1981.

NAME (Title)_____

INSTITUTION_____

ADDRESS_____

_____

AREA OR DISCIPLINE _____

Individual $5.00_____ Institutional $25.00_____

Make checks payable to C.C.G.E.A. and return with form to:

Dr. Harold Cantor
c/o Mohawk Valley Community College
1101 Sherman Drive
Utica, New York 13501

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